

PREDICTION OF EDUCATIONAL AND  
OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS  
OF TURKISH PUBLIC LYCÉE SENIORS

BY  
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Abstract of Dissertation Presented to the Graduate Council  
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PREDICTION OF EDUCATIONAL AND OCCUPATIONAL  
ASPIRATIONS AND EXPECTATIONS OF TURKISH  
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This study dealt with two problems. The first problem was to estimate the joint and unique contributions of the following selected variables to an explanation of the variance of Turkish public lycée seniors' educational aspirations and expectations:

1. Social status as measured by father's occupational status.
2. Academic achievement as measured by grade point average (GPA).
3. Pupil's perceived parental educational plan for their child.
4. Pupil's perceived parental occupational plan for their child.
5. Each of the pupil's perceived eight barriers to attainment of an aspired level of education.



The second problem was to estimate the joint and unique contributions of the following selected variables to an explanation of the variance of Turkish public lycée seniors' occupational aspirations and expectations:

1. Social status as measured by father's occupational status.
2. Academic achievement as measured by GPA.
3. Pupil's perceived parental educational plan for their child.
4. Pupil's perceived parental occupational plan for their child.
5. Each of the pupil's perceived eight barriers to attainment of an aspired occupation.

In both problems, sex (male-female) and curriculum (science majors-literature majors) were two controlling variables.

The sample consisted of 470 Turkish public lycée seniors who were selected from three public lycées in Ankara, Turkey. This study's population represented those seniors who are enrolled at the Turkish public lycées of big metropolitan cities of western Turkey.

The data were collected by administering a self-constructed questionnaire. The data on the academic achievement variable were gathered from the school records. Multiple regression analysis was used in analyzing the data. By this technique, a unique contribution of any independent variable

was estimated by measuring its effect on a dependent variable when the remaining independent variables were held constant statistically.

It was found that the joint contribution of independent variables to an explanation of the variance of each of the dependent variables did not significantly vary with either sex or type of curriculum. However, the joint contribution was found to be significant on each of the dependent variables.

In order of their relative efficacies, the unique contributions of perceived parental educational plan, barrier, "financial problems," father's occupational status, and GPA significantly explained the variance of educational aspirations.

In order of their relative efficacies, educational expectations were significantly explained by the unique contributions of perceived parental educational plan, and barrier, "university entrance examinations."

In order of their relative efficacies, the unique contributions of perceived parental occupational plan, curriculum (the science majors had higher occupational aspirations than the literature majors), barrier, "low income of the job to which I aspire," a so-called "new" variable (those who expressed a perceived parental occupational plan had higher occupational aspirations than those who said their parents left the occupational choice up to them), and barrier, "university entrance examinations," significantly explained the variance of occupational aspirations.

In order of their relative efficacies, the unique contributions of perceived parental educational plan, GPA, curriculum (the science majors had higher occupational expectations than the literature majors) barrier, "low income of the job to which I aspire," father's occupational status, and barrier, "lack of vocational counseling in my school," significantly explained the variance of occupational expectations.

There was observed an inconsistency between educational and occupational orientations of the lycée seniors. Both educational aspirations and expectations seemed to reflect more realistic considerations than occupational aspirations and expectations, respectively. Also, both educational expectations and occupational expectations of the students were more realistic than their educational aspirations and occupational aspirations, respectively.

CHAPTER I  
INTRODUCTION  
The Situation

Until 1950, the Turkish public lycée occupied a very important and prestigious position in the country. It enabled its students to attain high status positions in the Turkish occupational structure and to fulfill their educational and occupational aspirations. Kazamias (1966) notes that the Turkish public lycée, as an elite educating school was perceived to be an educational institution which would develop intellectual skills and needed leaders.

In fact, this elite educating function of the public lycée was emphasized by some Turkish educators during that period. The most prominent educator among them was Ziya Gökalp. According to Gökalp (1959), it is necessary to make a clear distinction between training institutions and educational institutions. While primary schools, trade and professional schools are institutions of training, the elite educating lycées should be considered as purely educational institutions. He further goes on saying:

. . .[lycée] graduates are the future lawyers, doctors, writers and government officials who make up the elite of the nation. During their undergraduate years, the youth who are later expected to specialize as doctors, lawyers, etc.,

badly need teaching in literature, philosophy, and social sciences; in other words, in cultural sciences. Later they are going to study in great detail the sciences in their respective fields of specialization. . . .Therefore, these schools [lycées] should be entirely devoted to education in the humanities. (Gökalp, 1959, pp. 240-241)

Until recently, lycée graduation was necessary for admission to any university in Turkey. The status of the lycée remains high. This fact interacts with another Turkish fact. Turkish manpower planning is poor. The interaction has two consequences. One is that there are more lycée students than lycée-equivalent vocational and technical school students in today's Turkish educational system. The second is that, in Turkish higher education, there are occupationally unnecessary enrollment increases in educational fields, such as social sciences and humanities, and an increasingly insufficient supply of the nation's manpower requirements for engineers and technicians. Therefore, those who graduate from the educational system are often not employed in the occupations for which they have been educated.

The Turkish lycée-function and manpower-education situation presents a dissertation problem. It is a question of the sources of variance of educational and occupational aspirations and expectations of lycée students in the situation.

#### Summary of Hypothesized Sources

In part, this mismatch of graduates and jobs arises from lack of suitable openings, reasons of prestige and unattractive

salary or wage prospects (OECD, 1965). A part of the nation's inefficient manpower planning is lack of an extensive formal occupational counseling program in the schools. This is probably another cause of the failure to have a coordination between the educational system and the occupational structure. As far as informal counseling is concerned, Turkish parents seem to exert much more influence than any other person or social agency on their children's decisions (Tan, 1956). This observation is consistent with Coleman's (1961) thesis that parents are the primary counselors for their children in less modernized countries.

In addition, very limited educational opportunity is provided for those students who are academically successful but are from families of low income. So, socioeconomic status of Turkish parents appears to be another variable affecting their children's educational and career decisions (SPO, 1973).

The most important variable affecting such decisions of Turkish youngsters, however, may be the presence of university entrance examinations. In any event, there are large numbers of lycée graduates in relation to the quantitative capacities of higher education (see Table 1). Therefore, admission into higher education is based, in pivotal part, on university entrance examinations. These are very competitive, and not compatible with a Turkish sense of equality of opportunity and social justice.

As shown in Table 1, in net the chance of a lycée graduate's admission to any university has decreased from 64% in 1963 to 29% in 1972.

Table 1. Transition from lycée to university.

Years	Lycée graduates	Those who are able to enter university	Rate of transition %
1963-64	19,578	--	--
1964-65	23,227	12,562	64
1965-66	24,868	13,822	60
1966-67	25,913	12,200	49
1967-68	29,984	12,856	50
1968-69	34,459	14,841	49
1969-70	40,785	14,098	41
1970-71	45,678	12,890	32
1971-72	48,877	13,275	29
1972-73	--	14,565	30
Total	293,369	121,104	41 <sup>a</sup>

Source: Milli Eğitim Bakanlığı. [A research on demand for and new admission capacity of higher education.] Ankara: Planlama, Araştırma ve Koordinasyon Dairesi, 1973, s. 5.

<sup>a</sup>The average rate of transition from lycée to university during the period between 1963 and 1972 is 41%

The main objective of the Turkish lycée has always been to select the most successful students and eliminate the others. This is accomplished by hard exams and a very strict grading system (Kaya, 1974). So, it might be interesting to see how educational and occupational aspirations and expectations of a lycée senior are influenced by his GPA.

As Turkey develops, new occupational specializations take place in the country. But, the Turkish higher education is unable to provide enough field specializations in which interested Turkish students would be educated for these new occupations. So, it often fails to meet differential needs and interests of the lycée graduates. In fact, Türkcan (1977) notes that there are no easy answers to the questions of which educational fields should be developed and given more emphasis and why in Turkish higher education. Part of the reason for this is that individual needs and the country's manpower needs are not usually taken into consideration in planning higher education.

The presence of student activism in Turkish universities and higher educational institutions is another possible source of variance of the students' aspirations and expectations. The activism has two consequences for the students. One is that the student activism has taken the form of a political terrorism and has become a real threat to the students' lives. The second is that the students are not provided sufficient instruction because most of the higher educational institutions are closed much of the time during



an academic year due to boycotts and other forms of political demonstrations.

Considering such a situation in Turkey, it seems worthwhile to search for significant predictors of academic and career aspirations and expectations of Turkish public lycée seniors. Very few studies have been conducted on this subject in Turkey. This study will give useful information about the joint and unique contributions of the variables hypothesized above to the explanation of the variance of educational and occupational aspirations and expectations of Turkish public lycée seniors.

## CHAPTER II

### STATEMENT OF THE PROBLEM

#### Introduction

The previous discussion of the situation and hypothesized sources of variance of educational and occupational aspirations and expectations of lycée students in the situation provides a background for presentation of the specific research problem of this dissertation. In addition to the statement of the problem, the overview of procedures and the significance of the study are presented in this chapter.

#### The Problem

This research deals with two problems. The first problem is to estimate the joint and unique contributions of the following selected variables to the explanation of the variance of educational aspirations and educational expectations that Turkish public lycée seniors express controlling for their sex (male-female) and curriculum (literature majors-science majors):

1. Social status as measured by father's occupational status.
2. Academic achievement as measured by GPA.
3. Pupil's perceived parental educational plan for their child.
4. Pupil's perceived parental occupational plan for their child.
5. Each of the following pupil's perceived barriers to

attainment of an aspired level of education:

- a) Financial problems.
- b) Being academically unable to finish lycée.
- c) Insufficient preparation provided by the lycée I am now attending.
- d) Lack of vocational counseling in my school.
- e) University entrance examinations.
- f) Lack of higher education program offerings in areas which interest me.
- g) Scarcity of jobs in my preferred field of specialization.
- h) Excessive student activism in Turkish universities and other higher educational institutions.

The second problem is to estimate the joint and unique contributions of the following selected variables to the explanation of the variance of occupational aspirations and occupational expectations that Turkish public lycée seniors express, controlling for their sex and curriculum:

1. Social status as measured by father's occupational status.
2. Academic achievement as measured by GPA.
3. Pupil's perceived parental educational plan for their child.
4. Pupil's perceived parental occupational plan for their child.
5. Each of the following pupil's perceived barriers to attainment of an aspired occupation:
  - a) Financial problems.
  - b) University entrance examinations.

- c) Lack of openings of job to which I aspire.
- d) Lack of fields of study which would train me for the job to which I aspire.
- e) Lack of vocational counseling in my school.
- f) Low income of the job to which I aspire.
- g) Not having necessary skills and talents which are required for the job to which I aspire.
- h) Disapproval of my occupational aspiration by my close relatives and significant others.

#### Overview of Procedures

The data which are necessary to make those estimations were collected by the researcher himself from a selected sample of 470 seniors who were attending public lycées in Ankara, Turkey, during the second semester of 1978-1979 academic year. In the first step of sampling, by using a stratified sampling method, three public lycées were randomly selected in the following way: one from a predominantly upper class neighborhood; the other one from a predominantly middle class neighborhood; and the third one from a predominantly lower class neighborhood. The purpose of doing this was to make the sample more representative. Then, 13 senior classes were randomly selected from the three lycées by a cluster sampling method to make up the sample of 470 senior respondents for this research.

The data were collected by administering a questionnaire (see Appendix A) to the sample during the second semester of the 1978-1979 academic year. The data on the academic

achievement variable, however, were gathered by computing the first semester GPA for each respondent in the sample. This was carried out by the researcher himself after course grades and the information concerning weekly hours of each course had been obtained from school records. The questionnaire was prepared, also, by the researcher himself, and its content validity was furthered by both doctoral committee members of the researcher and three Turkish doctoral students at the University of Florida. Furthermore, as a trial-run validation procedure, the questionnaire was administered to a randomly selected class of 37 seniors to see whether it was used by the students as the researcher intended and to make necessary corrections. It was observed that the questions utilized in the questionnaire were understood by the students as intended and the questionnaire appeared to measure what it was designed to measure.

The data were analyzed by a statistical analysis technique called multiple regression analysis which enables one to estimate joint and unique contributions of a number of independent variables to an explanation of a dependent variable. Analysis of data was accomplished by running a subprogram regression of SPSS, Statistical Package for the Social Sciences, (Nie, Hull, Jenkins, Steinbrenner, Bent, 1975) in the computer facilities of the University of Florida.

### Significance of the Study

It is a fact that there is a lack of research into the fact or sources of educational or occupational aspirations or expectations of Turkish youngsters. This study is expected to give some valuable information about joint and unique influences of selected variables upon the academic and career aspirations and expectations of some of the Turkish youngsters, namely, public lycée students. Also, through the findings of this study, one may compare and contrast Turkey with another country in terms of the relative effectiveness of these selected variables in predicting educational and occupational aspirations and expectations of lycée seniors. In addition, the results of this exploratory research may offer some significant hypotheses for further research on this subject.

Today, one of the significant problems of Turkish education is that of a lack of educational research to use in making educational decisions. In fact, this might be considered as one of the causes of inadequate manpower planning. By estimating the explanatory values of the selected predictor variables relative to students' academic and career aspirations and expectations, this study could help both educational and manpower planning decisions.

CHAPTER III  
REVIEW OF THE LITERATURE

Introduction

This chapter is concerned with a review of those studies which investigate the relationship between each selected independent variable and educational or occupational aspirations or expectations. In searching for pertinent research, the following sources were surveyed by the researcher:

1. Publications of the Turkish universities.
2. Publications of the Ministry of Turkish National Education.
3. Publications of the Turkish State Statistical Institute.
4. Publications of the Turkish State Planning Organization.
5. Publications of the Organization for Economic Cooperation and Development (OECD).
6. Related Turkish books and journals in the Turkish National Library.
7. "Educational Research in Turkey: 1973-74" (MNE, 1975).
8. Educational and sociological journals and books in the University of Florida library.

9. "Dissertation Abstracts International."
10. U. S. Office of Education publications.
11. Educational Resources Information Center documents.
12. Computerized review of literature, provided by the University of Florida library's "Information for Campus, Community and Commerce" service.

Because this researcher discovered very few pertinent Turkish studies, most of the studies that are reviewed here are of U. S. A., Canadian and Ivory Coast adolescents. In addition to the review of the studies which bear on the definition of the problem of this study, the distinction between aspiration and expectation, and making some inferences from the universe of social research are also included in this chapter.

#### Sources of a Pupil's Educational or Occupational Aspiration or Expectation

##### Father's Occupational Status

Although this study is not conducted under some grand sociological theory, one important sociological proposition is tested in the analysis. It is the proposition that the proportion of individuals with high success goal aspirations and expectations varies positively with status. Hyman (1966), one of the major proponents of this view, states:

It is our assumption that an intervening variable mediating the relationship between low position and lack of upward mobility is a system of beliefs and values within the lower classes which in turn reduces the very "voluntary" actions which would ameliorate their low position.



. . .The components of this value system, in our judgment, involve less emphasis on the traditional high success goals, increased awareness of the lack of opportunity, and less emphasis upon the achievement of goals which, in turn, would be instrumental for success. (p. 488)

This view of differential distribution of the success theme is, also, emphasized by Hollingshead (1975). He, for example, has written that lower status adolescents in Elmtown ". . .have limited their horizons to the class horizon, and in the process they have unconsciously placed themselves in such a position that they will occupy the same levels as their parents" (Hollingshead, 1975, pp. 211-212). According to Hyman, the lower class individual has lower aspiration and doesn't want as much success, since he knows he couldn't get it even if he wanted to. Merton (1957) suggests a different but basically supporting intervening variable concerning this relationship between social class and aspirations. For Merton, all individuals somehow have high aspirations, but when they realize that the means through which their goals can be achieved are limited, these individuals lower their aspirations. Hyman, on the other hand, argues that lower class individuals never possess high aspirations, partly as a result of their socioeconomic situations. Hyman further implies that realistic appraisal of the limited opportunities causes lower class individuals to have lower aspirations. Both theories have been basically developed from observations

of American society. Nonetheless, the test of these theories here within the Turkish context will bear on the cross-cultural warranty of the theories.

In Turkish society, a father's occupation is considered to be one of the important determinants of social status. Frey (1965) reports that:

A man's occupation is second in importance only to his education in determining his social position in Turkish society. In one sense, the two are closely intertwined, since certain occupations demand specific types of high level formal training. But the significance of occupational distinctions in Turkey is greater than this. Within the broad social strata established on educational grounds, the most crucial further determination of a man's status is that based upon his occupation. (p. 73)

Kazamias (1966) studied the occupational aspirations and expectations of 5500 Turkish lycée students by administering a questionnaire. He found that father's occupation was positively correlated with student's occupational aspiration and expectation. Another finding of this study was that the lycée students assessed their occupational chances very realistically when considering expectations. For example, although the majority of the students (77 per cent) aspired to more prestigious "white-collar" jobs, only 57 per cent expected to attain such careers. More students did expect than aspire to attain less prestigious clerical jobs.

Uysal's (1970) study explored social and individual factors that determine the occupational choices of 727 Turkish public lycée seniors. According to Uysal, the students' occupational choices were really their aspirations. He notes that there was no significant relation between student's occupational aspiration and father's occupational status. Occupational status aspirations of the students did not vary with their sex and type of curriculum either. Uysal, also, found a high positive correlation between a student's aspiration and expectation occupationally. However, this researcher's examination of Uysal's finding concludes that the correlation arose largely from Uysal's failure in question design to make a clear distinction between occupational aspiration and occupational expectation.

Sanay, Frey, and Angell (1962) found a high positive relationship between fathers' occupations and 1629 Turkish public lycée and lycée-equivalent vocational and technical school students' occupational choices. But, it should be pointed out that it would be a mistake to consider the occupational choice as either an occupational aspiration or an occupational expectation, because the question design doesn't seem to measure either of them.

Clignet and Foster (1966) found that although the educational aspirations of 2074 Ivory Coast students were high regardless of father's occupational status,

their educational expectations were positively correlated with fathers' occupations. Another finding was that the students' occupational aspirations were significantly higher than their occupational expectations and neither of them seemed to be affected by the father's occupational status variable. However, the insignificant relationship between fathers' occupations and students' occupational expectations should be associated with the fact that occupational expectations were measured by asking the students the kind of job they would be likely to obtain, if they were unable to get post-high school education.

Bordua (1960) reports a significant relationship between social status as measured by father's occupation and ninth through twelfth grade U. S. A. students' college expectations for both sexes. Rehberg (1967) studied the relationship between Pennsylvania, city, male, tenth graders' aspirations and expectations of an occupational and educational orientation and social status as measured by father's occupation. He confirmed the Hyman-Hollingshead hypothesis that the proportion of individuals with high success goal aspirations and expectations varies positively with social status. In a longitudinal study of males from eighth through eleventh grades, Brookover, Erickson and Joiner (1967) found that father's occupational status was more significantly related to a student's educational expectation than to his educational aspiration.

### Academic Achievement

There have been conducted few researches in which a pupil's academic achievement is studied as a source of his educational or occupational aspiration or expectation.

Williams' (1971) study dealt with an explanation of the way in which social origins affect the desire of Canadian youth for post-secondary education. He found that academic performance which was measured by a student's accumulative GPA was significant for Canadian female, but not male, twelfth graders in explaining their desires for post-secondary education.

The longitudinal study by Brookover et al. (1967) found that the relationships of a U. S. A. pupil's educational aspiration and educational expectation to his accumulative GPA are about the same in the eight grades, stronger for expectation in later grades, and in net at any of the grades eight through twelfth insignificant for aspiration.

Clignet and Foster's (1966) Ivory Coast study reported a high correlation of a high school pupil's self-assessment of his present academic standing with both the educational aspiration and expectation of the pupil. The study also found a significantly lower correlation in the case of occupational aspiration while academic achievement appeared to be a reasonably good predictor of occupational expectation. Sewell, Haller and Portes

(1969) found that academic performance which was measured by a pupil's centile rank in his high school class is a path analytic significant influence on a farm-reared male Wisconsin twelfth grader's educational and occupational aspirations. This finding was confirmed by Sewell, Haller and Orlendorf (1970), when they replicated the same study on those male twelfth graders who came from more differentiated residential areas of Wisconsin.

In a study of 4303 Washington high school seniors, Alwin and Otto (1977) found that GPA was an insignificant intervening variable by which selected high school contextual factors produced their effects on a pupil's educational and occupational aspirations.

#### Perceived Parental Educational or Occupational Plan

Tan's (1956) study of 347 Turkish middle school students' occupational aspirations indicated that a student's perception of parental occupational plan for the student was highly correlated with the student's occupational aspiration.

Bordua (1960) reported that parental educational plan was a significant influence on educational aspirations of Massachusetts ninth through twelfth graders. Given higher levels of parental educational plan, the boys wanted college more. Rehberg and Westby (1966) found that perceived parental educational plan had the highest zero order correlation with the educational expectations of Pennsylvania, city, male, tenth graders.

A study by Sewell and Shah (1968) indicated that parental educational plan was significantly related to college aspirations

of Wisconsin twelfth graders, especially those having higher intelligence test scores and families of higher social status. Sewell et al. (1969) found that parental educational plan was a significant intervening variable through which parental status and measured intelligence worked path analytically to influence the educational and occupational aspirations of Wisconsin rural twelfth graders. Sewell et al. (1970) reported that parental plan was a significant path analytic influence on the educational and occupational aspirations of Wisconsin twelfth graders, regardless of family social status and residential area. In reviewing status attainment research, Shea (1976) reported that parental educational plan is evidently one of the best determinants of U.S.A. high school pupils' educational aspirations.

Williams' (1971) study of Canadian twelfth graders found that parental educational plan was the major source of influence upon the aspirations of these students for post-secondary education. Drabick (1967) found that parental educational and occupational plans were the largest external sources of influence, respectively, upon the educational and occupational expectations of U. S. A. high school seniors. Tillery's (1973) follow-up research of California, Illinois, Massachusetts and North Carolina twelfth graders found that the seniors who did not aspire to go to college and who, in fact, did not go, saw their parents as having low levels of educational plans for them, but those who aspired to and entered four-year colleges or universities saw their parents as having plans for them to get college degrees.

Perceived Barriers to an Aspired Level of Education  
or Occupation

Kazamias (1966) reasoned that Turkish lycée students' lower expectations than aspirations occupationally arose from students' realization of the low rate of Turkish upward social mobility, limited occupational opportunities, and competitive university entrance examinations. Clignet and Foster's (1966) Ivory Coast study of high school students found that lack of money and inadequate academic record were seen by the students as the most powerful obstacles to continuing their education and that the students' perceptions of the labor market were related to their occupational expectations. Shill (1968) reported that lack of finances, lack of interest, and lack of ability were some U. S. A., rural, male twelfth graders' main ideas of what might get in the way of their educational aspirations.

In a study of Mississippi tenth graders, Vanlandingham (1969) found that a student's perception of opportunity which has been defined as degrees of effects of listed "barriers" was positively related to occupational aspirations. Tillery and Kildegaard's (1973) study of California, Illinois, Massachusetts, and North Carolina twelfth graders found a positive relation between perception of barriers to continuing education and not continuing. A study conducted by Ameen (1967) in economically depressed areas of Texas indicated that those Negro youth who tended



to have greater perception of limited opportunity had lower levels of occupational aspirations.

Another study which has been directly concerned with perception of opportunity by youth is in the area of delinquency. Landis, Dinitz, and Reckless' (1963) study of Columbus, Ohio, sixth and ninth graders found reason for explaining delinquency in terms of the disparity between aspiration level and perception of life chances.

#### A Distinction between Aspirations and Expectations

In review of the literature there are some contradictory findings. The contradiction may arise from failure to distinguish between aspirations and expectations. According to Tillery and Kildegaard (1973):

. . . aspirations and expectations indeed represent two separate though related dimensions. One dimension, expectations, involves reality considerations and judgments or estimates of future performance. The other dimension is more affective, and elicits desires or wishes concerning future performance. (p. 4)

Several studies (Rehberg, 1967; Brookover et al., 1967; Bailey, 1966; Kuvlesky, 1970; Shill, 1968) have been conducted incorporating such a distinction between aspirations and expectations. Findings of these studies have shown that expectations are more highly correlated with a person's perception of reality and that they also seem to be lower than aspirations. Kuvlesky and Bealer stated that "expectations should not be equated with aspirations, for the object

involved with an expectation need not be desired, and therefore, need not be a goal" (1966, p. 273). In some of the studies, the distinction between aspirations and expectations is incorporated in the measurement. For example, educational aspirations have been measured with items such as:

If you were free to go as far as you wanted to go in school, how far would you like to go? (Brookover et al., 1967, p. 393)

SUPPOSING you had the necessary abilities, grades, money, etc., how far would you really LIKE to go in school? (Rehberg, 1967, p. 81)

On the other hand, educational expectations have been measured with items such as:

Sometimes what we would like to do isn't the same as what we would expect to do. How far in school do you expect you will really go? (Brookover et al., 1967, p. 393)

CONSIDERING your abilities, grades, financial resources, etc., how far do you actually EXPECT to go in school? (Rehberg, 1967, p. 81)

Failure to distinguish between aspirations and expectations is an error too often made by researchers. The distinction between aspirations and expectations was used in preparing the lycée pupils' questionnaire (see Appendix A) in this study.

#### Making Some Inferences from the Universe of Social Research

There is a lack of pertinent universal and Turkish research into most of the selected barriers listed in the second chapter. These barriers are selected to be studied on the basis of this researcher's general inference from his own observations and his universe of social science.

Since research into determinants of Turkish pupils' educational and occupational aspirations and expectations is also lacking, it seems wiser, first, to explore for some possible sources of variance of aspirations and expectations. That is why this exploratory study's hypotheses which are listed in the next chapter are put in a question form, rather than directional or null form.

The sample of this study consisted of three Turkish public lycées each being randomly selected from different socioeconomic neighborhoods in order to make the sample more representative. Because it was practically difficult to sample pupils, 13 senior classes were randomly selected from these three lycées by the cluster sampling method, on the belief that it would better represent the population of this study. The reason why Ankara schools were selected to conduct this study is because of this researcher's close familiarity with this city and its schools, and the fact that Ankara has an occupationally heterogeneous population structure.

In order to gain access to the selected lycées to conduct this study, the researcher had to formally request a clearance (see Appendix B for complete request letter) from Ankara Directorate of National Education. The Directorate granted the researcher necessary clearance (see Appendix B for clearance letter) to conduct the study at those three selected lycées.

The data were collected by administering a questionnaire to the sample, because a questionnaire has the advantages of inexpensive mass coverage of respondents and of complete standardization of the instructions and questions to which the respondents are exposed. The content validity of the self-prepared questionnaire was furthered by both doctoral committee members of the researcher and three Turkish doctoral students, two of whom were "Education" majors and the other a "Psychology" major at the University of Florida. The reason why Turkish "Social Science" students were selected to further the questionnaire's validity was the belief that they, by virtue of their fields of specialization, should be more helpful in preparing a Turkish questionnaire on the subject matter of this study than any other Turkish students.

This study dealt with the possibility that pupils might change what they say they aspire to and expect to fit what they say their parents plan, if the pupils were first asked about their parents' plans and then about their aspirations and expectations. That is why the order of items on parental plans and pupils' aspirations and expectations for education and for occupation was reversed in about half of the cases by using two forms of the questionnaire (see Appendix A).

To see if the questionnaire needed revision and if the subjects would use it as the researcher intended, a trial run of the questionnaire was carried out on a class of 37 lycée seniors.

The study assumed that present academic standing of a Turkish public lycée senior is more predictive than past academic achievement. The data on academic achievement were gathered by computing the first semester GPA of 1978-1979 academic year for each senior in the sample. This was accomplished by the researcher himself for the lycées' records did not have the computed GPA's for their students.

The aim of this exploratory study is beyond determining existence of a systematic relationship between two variables which can be accomplished by Chi-square analysis. The collected data were analyzed by multiple regression analysis which enables one to estimate the joint and unique contributions of a number of independent variables to an explanation of the variance of a dependent variable. A unique contribution of any independent variable is defined as an influence of that variable upon a dependent variable when the effects of remaining independent variables are controlled statistically. Since this study aims at exploring for some possible sources of variance of Turkish students' educational and occupational aspirations and expectations, testing some precise theory of causation of effect is logically subsequent.

## CHAPTER IV

### DESIGN OF THE STUDY

#### Introduction

This chapter is devoted to a presentation of the procedures utilized in this research. The major topics are the hypotheses, the sample, the data collection and the analytical procedures. The sample and the data collection sections of this chapter deal with the way in which the data are collected to test the hypotheses. The analytical procedures section addresses itself to operational definitions of the dependent and independent variables and to explanation of the analysis of data.

#### Hypotheses

The purpose of this research is to test, in question form, first, the following set of hypotheses which are concerned with educational aspirations and expectations of Turkish lycée seniors:

1. Is a joint contribution of the following variables to an explanation of the variance of educational aspirations of Turkish public lycée seniors significant? If it is,
2. Is a unique contribution of each of the following variables to an explanation of the variance of educational aspirations of Turkish public lycée seniors significant?
3. Is a joint contribution of the following variables to an explanation of the variance of educational expectations

of Turkish public lycée seniors significant? If it is,

4. Is a unique contribution of each of the following variables to an explanation of the variance of educational expectations of Turkish public lycée seniors significant?

The variables which are hypothesized to explain the variance of educational aspirations and expectations of Turkish public lycée seniors are as follows:

1. Social status as measured by father's occupational status.

2. Academic achievement as measured by GPA.

3. Pupil's perceived parental educational plan for their child.

4. Pupil's perceived parental occupational plan for their child.

5. Each of the following pupil's perceived barriers to attainment of an aspired level of education:

a. Financial problems.

b. Being academically unable to finish lycée.

c. Insufficient preparation provided by the lycée I am now attending.

d. Lack of vocational counseling in my school.

e. University entrance examinations.

f. Lack of higher education program offerings in areas which interest me.

g. Scarcity of jobs in my preferred field of specialization.

h. Excessive student activism in Turkish universities and other higher educational institutions.

The second set of hypotheses which are to be tested in this study is concerned with occupational aspirations and expectations of Turkish public lycée seniors. They are as follows:

1. Is a joint contribution of the following variables to an explanation of the variance of occupational aspirations of Turkish public lycée seniors significant? If it is,

2. Is a unique contribution of each of the following variables to an explanation of the variance of occupational aspirations of Turkish public lycée seniors significant?

3. Is a joint contribution of the following variables to an explanation of the variance of occupational expectations of Turkish public lycée seniors significant? If it is,

4. Is a unique contribution of each of the following variables to an explanation of the variance of occupational expectations of Turkish public lycée seniors significant?

The following is a list of the variables which are hypothesized to explain the variance of occupational aspirations and expectations of Turkish public lycée seniors:

1. Social status as measured by father's occupational status,

2. Academic achievement as measured by GPA,

3. Pupil's perceived parental educational plan for their child,

4. Pupil's perceived parental occupational plan for their child.



5. Each of the following pupil's perceived barriers to attainment of an aspired occupation:

- a. Financial problems.
- b. University entrance examinations.
- c. Lack of openings of job to which I aspire.
- d. Lack of the fields of study which would train me for the job to which I aspire.
- e. Lack of vocational counseling in my school.
- f. Low income of the job to which I aspire.
- g. Not having necessary skills and talents which are required for the job to which I aspire.
- h. Disapproval of my occupational aspiration by my close relatives and significant others.

In this research, sex and curriculum are two controlling variables. Those two sets of hypotheses stated above are, first, tested by controlling for the sex variable. Then, they are tested by controlling for the curriculum variable to see if there are any differences between literature majors and science majors.

#### Sample

The sample of this study consists of 470 Turkish public lycée seniors who were selected from three public lycées in Ankara, Turkey, during the second semester of 1978-1979 academic year.

After a list of all the Ankara city public lycées was obtained from the Ministry of Turkish National Education, one lycée from each of the three neighborhoods (roughly

upper, middle and lower class) was randomly selected by using a stratified sampling method. In order to conduct the study at these selected three lycées, the researcher formally requested a clearance from the Ankara Directorate of National Education in December 1978. The Directorate granted the researcher necessary clearance in January 1979. Then, a total of 13 literature and science senior classes were randomly selected from these three lycées by a cluster sampling method to make up the sample of 470 respondents for this research. Table 2 shows the distribution of the respondents by lycée and sex, and by lycée and type of curriculum.

The population of this study represents those seniors who are enrolled at the Turkish public lycées of big metropolitan cities of western Turkey.

#### Data Collection

The data were collected from 470 public lycée seniors during the second semester of 1978-1979 academic year by administering a questionnaire (see Appendix A). The data on the academic achievement variable, however, were gathered by computing the first semester GPA of the 1978-1979 academic year for each respondent. This was carried out by the researcher himself after course grades of the respondents and the information concerning weekly hours of each course had been obtained from the school records.

The questionnaire utilized in this study was prepared by the researcher. Its content validity was furthered by

Table 2. Distribution of the respondents by lycée and sex, and by lycée and type of curriculum.

Name of the lycée <sup>a</sup>	Sex			Type of Curriculum <sup>b</sup>		
	Male	Female	Total	Literature	Science	Total
Gülveren Lycée	83	78	161	74 (2)	87 (2)	161 (4)
Cumhuriyet Lycée	62	88	150	64 (2)	86 (3)	150 (5)
Çankaya Lycée	76	83	159	71 (2)	88 (2)	159 (4)
Total	221	249	470	209 (6)	261 (7)	470 (13)

<sup>a</sup>The lycées on the first, second, and third rows were randomly selected from predominantly lower, middle, and upper class neighborhoods, respectively.

<sup>b</sup>Numbers in parentheses indicate the number of randomly selected senior classes.

both the doctoral committee members of the researcher and three Turkish doctoral students two of whom were "Education" majors, and the other a "Psychology" major at the University of Florida. Furthermore, the questionnaire was administered to a randomly selected class of 37 seniors from Gülveren Lycée as a trial run. Here, it needs to be mentioned that the senior class in which the trial run of the questionnaire was carried out was not included among those senior classes of Gülveren Lycée from which four senior classes were randomly selected to be included in the sample. The trial run showed that the questionnaire was understood and used by the students as the researcher intended. Some points which seemed to need more clarification were noted by the researcher during the trial run in order to explain them clearly to the sample when the questionnaire was administered.

The researcher visited each selected lycée to administer the questionnaire on different days. Also, the researcher himself administered the questionnaire to each selected senior class in each lycée during different class periods. Before the students started answering the questionnaire, they were asked to read the instructions which were stated on the first page of the questionnaire (see Appendix A). Then, the same instructions were also read to the students by the researcher to see if there was any question. Also, those points which were noted to be possible sources of misunderstandings during the trial run were clarified by

the researcher. This procedure was repeated for each class in order to maintain equivalent situations for all selected classes. In this study, two forms of the same questionnaire were used to be able to reverse the order of items on perceived parental plans and pupils' aspirations and expectations for education and for occupation (see Appendix A for two forms of the questionnaire). There were 231 cases of form A and 239 cases of form B. The average time it took to answer the questionnaire was approximately 45 minutes.

### Analytical Procedures

#### Operational Definitions of Dependent Variables

Educational aspiration, educational expectation, occupational aspiration, and occupational expectation were selected to be the dependent variables of this study. In preparing the question formats to measure them, Rehberg's (1967) distinction between aspiration and expectation was taken as a main guide.

Educational aspiration. This variable was measured by the following question:

Supposing you had the necessary abilities, money, etc., and were completely free to choose and enter any university, which one of the following educational levels would you like to attain? (Check the appropriate box.)

- a) ☐ Graduate from lycée and stop schooling.
- b) ☐ Graduate from one of the academies or

higher educational institutions other than universities, such as higher vocational and technical schools.

c) ☐ Graduate from one of the universities.

d) ☐ Complete additional studies after graduating from university, such as getting M.S. degree and/or Ph.D. degree.

Because this variable is treated as a continuous variable in the analysis, the responses to the above question were coded by assigning 1 to (a), 2 to (b), 3 to (c), and 4 to (d). So the dependent variable, educational aspiration, had the values ranging from the minimum value of 1 to maximum value of 4.

Educational expectation. The specific question used to elicit the respondents' educational expectations is as follows:

Taking into consideration the possible effect of the barriers you checked above, as well as the effect of other barriers you consider important, which one of the following educational levels do you actually expect to attain?  
(Check the appropriate box.)

a) ☐ Unable to graduate from lycée.

b) ☐ Graduate from lycée and stop schooling.

c) ☐ Graduate from one of the academies or higher educational institutions other than universities, such as higher vocational and technical schools.

- d) ☐ Graduate from one of the universities.
- e) ☐ Complete additional studies after graduating from university, such as getting M.S. degree and/or Ph.D. degree.

The responses to this question were coded by assigning 1 to (a), 2 to (b), 3 to (c), 4 to (d), and 5 to (e). Educational expectation variable was also treated as a continuous variable in the analysis, and its values ranged from 1 to 5.

Occupational aspiration. Occupational aspiration was measured by the following question:

Supposing you had the necessary abilities, money, etc., and were completely free to choose and get the job you want, what occupation would you like to attain? Describe it in as much detail as you can.

The responses to the above open-ended question were coded by a Turkish Occupational Index (see Appendix C) developed by Çingi and Kasnakoğlu (Note 1). The index has the minimum value of 38.97 and the maximum value of 94.99. In the analysis, the occupational aspiration variable was treated as a continuous variable.

Occupational expectation. The question used to elicit the respondents' occupational expectations is as follows:

Taking into consideration the possible effect of the barriers you checked above, as well as the effect of other barriers you consider important, what occupation do you actually expect to attain? Describe it in as much detail as you can.

The same Turkish Occupational Index was used to code the responses given to the question of occupational expectation. This variable was also treated as a continuous variable in the analysis of data.

#### Operational Definitions of Independent Variables

Father's occupation. This variable was measured by the following three questions;

1. What is your father's occupation? If your father is dead, tell what kind of work he last did; if he is retired or not working, tell what kind of work he usually does when he works. (If you are not living with your natural father, tell about your stepfather or guardian.)
2. Where does your father work?
3. What sort of work does your father do in his work place? (For example, whether he owns the business he is in, or works in a firm owned by other people; if he is a doctor or engineer, tell what his specialization is; if he runs a machine, tell what kind of machine he runs; if he is a salesman, tell what kind of goods he sells; if he is a foreman, or manager, tell how many people work under him.)



Father's occupation was another continuous variable in the analysis. The responses to the question of father's occupation were coded by the Occupational Index.

Academic achievement. This continuous variable was measured by the respondents' first semester GPA of 1978-1979 academic year. The GPA for each respondent was computed out of 10.00.

Perceived parental educational plan. The following question was used to measure the respondents' perceived parental educational plans:

Which one of the following educational levels do you believe your parents want you to attain?

(Check the appropriate box.)

- a) ☐ Quit lycée
- b) ☐ Graduate from lycée and stop schooling
- c) ☐ Graduate from one of the academies or higher educational institutions other than universities, such as higher vocational and technical schools
- d) ☐ Graduate from one of the universities
- e) ☐ Complete additional studies after graduating from university, such as M.S. degree and/or Ph.D. degree.

Perceived parental educational plan was treated as a categorical variable by using the dummy coding method which will be explained in the next chapter. There were four categories. The first category included the (a) and (b)

choices of the above question. The second, the third, and the fourth categories included the (c), (d), and (e) choices, respectively.

Perceived parental occupational plan. This variable is measured by the following question:

What occupation do you believe your parents want you to attain? Describe it in as much detail as you can.

The Turkish Occupational Index was used to code the responses given to this question. Perceived parental occupational plan was treated as a continuous variable in the analysis.

Perceived barriers to an aspired level of education.

In order to measure the perceived effect of each of the selected eight barriers to an aspired level of education, which are listed in the second chapter, the students were asked the following question:

How much effect do you think each of the following factors might have in preventing you from attaining your aspired level of education that you marked in the preceding question?

The students were to check whether these factors (barriers) would have the following effects; very much, much, some, not at all. These were then scored for each respondent by assigning 1 to very much, 2 to much, 3 to some, and 4 to

not at all for each barrier. So, the values of each of these eight continuous variables range from 1 to 4.

Perceived barriers to an aspired occupation. The perceived effect of each of the selected eight barriers to an aspired occupation which are also listed in the second chapter was measured by the following question:

How much effect do you think each of the following factors might have in preventing you from attaining your aspired occupation that you marked in the preceding question?

Each of the eight continuous independent variables was then scored in the same way described above.

#### Analysis of Data

In this study, the coded data were analyzed by a statistical technique called multiple regression analysis. This technique can be utilized with both categorical and continuous independent variables. One of the significant properties of the multiple regression analysis is that it enables one to predict the joint and unique contributions of a number of independent variables to an explanation of the variance of a dependent variable. Whenever the joint contribution of independent variables appears to be significant, then the unique contribution of each of the independent variables is estimated by measuring the influence of a given independent variable upon a dependent variable by controlling the effects of remaining independent variables statistically. Then, the unique contribution of each of the independent variables

is tested for significance. This was the procedure utilized in the analysis of the data of this study.

The most important use of multiple regression analysis is to find the best linear prediction equation and evaluate its prediction accuracy (Kim and Kohout, 1975). The general form of the multiple regression equation is:

$$Y' = a + b_1 X_1 + b_2 X_2 + \dots + b_k X_k$$

where  $Y'$  represents the predicted value for the dependent variable  $Y$ ,  $a$  is the  $Y$  intercept constant,  $b_1$  through  $b_k$  are regression coefficients, and  $X_1$  through  $X_k$  are scores of the independent variables. In multiple regression, the best linear prediction equation is found by using the principle of least squares which "tells us, in effect, to so analyze the data that the squared errors of prediction are minimized" (Kerlinger and Pedhazur, 1973, p. 30). This means that  $a$  constant and  $b_1$  coefficients are selected in such a way that the sum of squared residuals  $(Y - Y')^2$  is minimized.

In this multiple regression equation, a regression coefficient, say  $b_1$ , is also called a partial regression coefficient which represents the expected change in dependent variable,  $Y$  with a change of one unit in  $X_1$ , when  $X_2$  through  $X_k$  are held constant. So,  $b_1$  stands for the unique contribution of  $X_1$  to the explanation of  $Y$ , after the effects of remaining independent variables are taken out from  $X_1$ . Also, another important interpretation is that the combined effects are additive. For instance, if all independent variables were changed one unit, the expected change in dependent variable would be  $(b_1 + b_2 + \dots + b_k)$ .

The test of significance of the joint contribution of independent variables,  $X_i$  to an explanation of the variance of a dependent variable,  $Y$ , is accomplished by two steps. First, one computes  $\underline{R}$ , the multiple correlation coefficient which is, in fact, a simple correlation coefficient,  $\underline{r}$  between the actual and predicted values of the dependent variable. Therefore, the predicted value can be considered as a single independent variable constructed from the regression equation. Its square,  $\underline{R}^2$ , represents the proportion of variance of the dependent variable explained by the independent variables in the regression equation. Then, the  $\underline{F}$  ratio, which is used to test the hypotheses about differences in variability between two groups, is obtained by the following formula:

$$\begin{aligned} F &= \frac{SS_{\text{reg}/k}}{SS_{\text{res}}/(N-k-1)} \\ &= \frac{R^2/k}{(1-R^2)/(N-k-1)} \end{aligned}$$

where  $\underline{SS}_{\text{reg}}$  is the sum of squares explained by the entire regression equation,  $\underline{SS}_{\text{res}}$  is the unexplained sum of squares,  $\underline{k}$  is the number of independent variables in the equation, and  $\underline{N}$  is the sample size. It should be noted that the formula for the  $\underline{F}$  ratio can be written either in terms of sums of squares or the squared multiple correlation coefficient.

In the second step, the calculated  $\underline{F}$  ratio is compared to the tabled  $\underline{F}$  distribution with degrees of freedom  $\underline{k}$  and  $(N-k-1)$  to decide whether the likelihood of the result

occurring by chance was or was not greater than the chosen level of significance. If the obtained  $\underline{F}$  ratio is numerically greater than the critical  $\underline{F}$  value in the table, then it is concluded that the probability of the result occurring by chance is not greater than the previously chosen level of significance. In fact, this means that it is unlikely that the sample was drawn from a population in which multiple  $\underline{R}=0$ . Expressed in another way, one or more of the population partial regression coefficients has an absolute value greater than zero.

Whenever the joint contribution is found to be significant, the next step is to test the significance of the unique contribution of each of the independent variables in order to find out which specific population partial regression coefficients are nonzero. This is accomplished, first, by determining the incremental contribution of each independent variable by assuming it was added last after all other independent variables were included. The increment in  $\underline{R}^2$  or in the explained sum of squares due to addition of a given variable is taken as the component of variation attributable to that variable. In this case, the formula for the  $\underline{F}$  ratio of the increment is:

$$F = \frac{(R^2_{y.12\dots k_1} - R^2_{y.12\dots k_2}) / (K_1 - K_2)}{(1 - R^2_{y.12\dots k_1}) / (N - K_1 - 1)}$$

where  $\underline{R}^2_{y.12\dots k_1}$  is the larger  $\underline{R}^2$  for the regression of  $Y$  on all independent variables,  $\underline{R}^2_{y.12\dots k_2}$  is the

smaller  $\underline{R}^2$  for the regression of Y on all independent variables except the one whose increment is being tested,  $\underline{K}_1$  is the number of independent variables of the larger  $\underline{R}^2$ ,  $\underline{K}_2$  is the number of independent variables of the smaller  $\underline{R}^2$ , and  $\underline{N}$  is the total number of cases.

Then, the obtained  $\underline{F}$  ratio is compared to the tabled  $\underline{F}$  distribution with degrees of freedom  $(\underline{K}_1 - \underline{K}_2)$  and  $(\underline{N} - \underline{K}_1 - 1)$ . If the obtained  $\underline{F}$  ratio of any independent variable is greater than the critical  $\underline{F}$  value in the table at the previously chosen level of significance, then the unique contribution of that independent variable which is represented by its partial regression coefficient in the regression equation is significant. In other words, the probability of this result occurring by chance is not greater than the previously chosen level of significance.

In this study, there are four categorical variables: perceived parental educational plan, so-called "new" variable which will be explained later, sex and curriculum. They are categorical in the sense that the numbers assigned to the categories of any of them are not assumed to have an order and unit of measurement. However, these categorical variables were analyzed by converting them into dummy variables which have arbitrary metric values of 0 and 1, and may be treated as interval variables and inserted into a regression equation. Dummy variables can be very useful when the independent variables are categorical. Also, dummy variables can be used in combination

with continuous independent variables in the multiple regression analysis. "A dummy variable is a vector in which members of a given category are assigned an arbitrary number, while all others--that is subjects not belonging to the given category are assigned another arbitrary number" (Kerlinger and Pedhazur, 1973, p. 105). So, a set of dummy variables might be created for a categorical variable by treating each category of it as a separate variable. However, the necessary and sufficient number of dummy variables to code group membership is equal to the number of categories, minus one. In fact, the excluded category is considered to be a reference category by which the effects of other dummy variables are judged and interpreted. For example, the perceived parental educational plan, as a categorical variable, had four categories. Therefore, three dummy variables were created. In the first dummy variable, those who marked the (a) and (b) choices of the perceived parental educational plan question were coded 1, while the rest of them were assigned 0. In the second dummy variable, 1's were assigned only to those who marked the (c) choice, and 0's were assigned to all others. In the third dummy variable, subjects who marked the (d) choice were assigned 1's while subjects not belonging to this group were assigned 0's. The reference category of the perceived parental educational plan variable was the fourth category which included those students who marked the (e) choice and got all 0's in the dummy coding.



When the students were asked about their parents' occupational plan for them, 121 of the respondents answered that their parents left it up to them. That is why there was a need to create a new variable to see if there was a significant difference between those who expressed a perceived parental occupational plan for themselves and those who said their parents left it up to them in uniquely explaining the variance of each of the dependent variables. So this was a new categorical variable having two categories. In the analysis, this variable was called "new"variable and included among the independent variables by being treated as one dummy variable. The reference category of the new variable included those who expressed a perceived parental occupational plan for themselves. The other categorical variables were two controlling variables: sex and curriculum. Because both of them have two categories, one dummy variable was created for each of them. While the reference category of the dummy variable, sex, consisted of the females, the science majors made up the reference category of the dummy variable, curriculum.

The analysis of the data was carried out by running the standard regression approach of a subprogram regression of SPSS, Statistical Package for the Social Sciences, (Nie et al., 1975) in the computer facilities of the University of Florida. In this study, the joint and

unique contributions of the selected independent variables to the explanation of the variance of each of the dependent variables were estimated and tested for the significance by using this approach. Here, it should be pointed out that the test of significance of the joint and unique contributions was done by controlling, first, for sex, and then, for curriculum. The level of significance to test the previously stated hypotheses was selected to be 5 per cent.

In the analysis, a case was automatically omitted from all calculations when that case contained a missing value on any variable entered onto the regression list. That is why, the actual number of cases to be analyzed was 423 for educational aspiration and expectation, and 354 for occupational aspiration and expectation. The means and standard deviations of the dependent and independent variables are listed in Appendix D. Also, two correlation matrices indicating the correlation coefficients among the educational aspiration, educational expectation and their independent variables, and among the occupational aspiration, occupational expectation and their independent variables are presented in Appendix E.

## CHAPTER V

### PRESENTATION OF THE FINDINGS

#### Introduction

This chapter addresses itself to presentation of the results which were obtained by analyzing the data in the way described in the preceding chapter. The findings concerning the joint and unique contributions of the selected independent variables to an explanation of the variance of each dependent variable are presented in a separate section. Therefore, there are four sections in this chapter: educational aspiration, educational expectation, occupational aspiration, and occupational expectation.

#### Educational Aspiration

The joint contribution of the selected independent variables to an explanation of the variance of educational aspirations of the students was first tested by controlling for sex. This was done by testing the statistical significance of the incremental proportion of variance ( $R^2$  change) due to the addition of the overall interaction effect between sex and the independent variables to the equation already containing the joint effect of the independent variables. It was found that the joint contribution of the selected independent variables to an explanation of

the variance of educational aspirations of the Turkish public lycée seniors did not vary significantly with sex,  $F(15,391)=1.39$ ,  $p > .05$ .

When the significance of the joint effect of the independent variables was tested by controlling for curriculum by using the same procedure, there was no significant difference between literature majors and science majors,  $F(15,391)=1.63$ ,  $p > .05$ . Since sex and curriculum, as the controlling variables were found to be insignificant, they were included among the independent variables to see whether or not they were significant in uniquely explaining the variance of educational aspirations.

The analysis indicated that the joint contribution of the independent variables to an explanation of the variance of educational aspirations was significant,  $F(17,405)=8.85$ ,  $p < .05$ . The proportion of the variance of educational aspirations explained by the independent variables was  $R^2 = 0.27096$ . (See Appendix F for the complete  $F$  Table, and the values of the constant,  $a$  and partial regression coefficients,  $b$ 's of the independent variables.)

In order of their relative efficacies:

1. The unique contribution of the perceived parental educational plan variable was significant in explaining the variance of educational aspirations of the students,  $F(3,405)=27.10$ ,  $p < .05$ . The differences among the unstandardized regression coefficients ( $b$ 's) associated with the three dummy variables of the perceived parental educational plan represent

the linear effects of this variable's categories. (See Appendix F for the  $b$  values.) One finding was that those who said their parents plan for them to stop schooling after lycée educationally aspired more than those who said their parents plan for them to graduate from one of the higher vocational and technical schools. However, those students who said their parents want them to have a university education had higher educational aspirations than these two groups. Furthermore, those students who said their parents plan for them to have a postgraduate study had the highest educational aspirations.

2. The unique contribution of the barrier, "financial problems," was significant,  $F(1,405)=7.05$ ,  $p < .05$ . The negative  $b$  associated with this  $F$  value indicates that as the students had higher educational aspirations they perceived this barrier more effective in preventing them from attaining these higher educational aspirations.

3. The unique contribution of the father's occupational status variable was, also, significant in explaining the variance of educational aspirations of the students,  $F(1,405)=6.77$ ,  $p < .05$ . As the students' fathers had higher occupational status index values, the students tended to have higher educational aspirations.

4. Grade point average (GPA) was another significant variable which uniquely contributed to the explanation of the variance of educational aspirations,  $F(1,405)=6.75$ ,  $p < .05$ . It was found that there was a positive linear relationship between GPA and educational aspirations.

In the analysis, the following independent variables were all found to be insignificant as unique sources of variance of educational aspirations: barrier, "being academically unable to finish lycée,"  $F(1,405) = 2.78, p > .05$ ; sex,  $F(1,405) = 0.36, p > .05$ ; new variable,  $F(1,405) = 0.05, p > .05$ ; barrier, "scarcity of jobs in my preferred field of specialization,"  $F(1,405) = 0.02, p > .05$ ; barrier, "insufficient preparation provided by the lycée I am now attending,"  $F(1,405) = 0.01, p > .05$ ; barrier, "excessive student activism in Turkish universities and other higher educational institutions,"  $F(1,405) = 0.005, p > .05$ ; perceived parental occupational plan,  $F(1,405) = 0.001, p > .05$ ; barrier, "university entrance examinations,"  $F(1,405) = 0.000, p > .05$ .

#### Educational Expectation

The joint contribution of the selected independent variables to an explanation of the variance of educational expectations of the students was not found to vary significantly with sex,  $F(15, 391) = 0.95, p > .05$ . When the same analysis was repeated, but by controlling for curriculum this time, it was found that the joint effect did not vary significantly with curriculum either,  $F(15, 391) = 0.62, p > .05$ . Then, sex and curriculum were, again, included among the independent variables to see if they had significant effects in uniquely explaining the variance of educational expectations of the students.

The analysis revealed that the independent variables jointly operated significantly in explanation of the variation of educational expectations,  $F(17, 405) = 7.29, p < .05$ . The proportion

of the variance of educational expectations explained by the independent variables was  $\underline{R}^2=0.23421$ . (See Appendix G for the complete  $\underline{F}$  table, and the values of the constant,  $\underline{a}$  and partial regression coefficients,  $\underline{b}$ 's of the independent variables.)

In order of their relative efficacies:

1. The unique contribution of perceived parental educational plan was significant in explaining the variance of educational expectations of the students,  $\underline{F} (3,405)=12.23$ ,  $\underline{p} < .05$ . Examination of the  $\underline{b}$ 's associated with the three dummy variables leads to concluding that those who perceived their parents as planning for them to stop schooling after lycée or to graduate from one of the higher vocational and technical schools tended to have almost the same educational expectations. However, those students who said their parents want them to have a university education had higher educational expectations than these two groups. Furthermore, those students who said their parents plan for them to have a postgraduate study had the highest educational expectations. (See Appendix G for the  $\underline{b}$  values.)
2. The unique effect of the barrier, "university entrance examinations," was also significant in explaining the variance of educational expectations of the students,  $\underline{F} (1,405)=12.14$ ,  $\underline{p} < .05$ . As the students perceived this barrier more effective in preventing them from attaining their educational aspirations, they tended to have lower educational expectations.

The unique contributions of the following independent variables to the explanation of the variance of educational expectations were found to be insignificant in the analysis: barrier, "insufficient preparation provided by the lycée I am now attending,"  $F(1,405)=3.67, p > .05$ ; sex,  $F(1,405)=2.80, p > .05$ ; curriculum,  $F(1,405)=2.60, p > .05$ ; barrier, "scarcity of jobs in my preferred field of specialization,"  $F(1,405)=2.39, p > .05$ ; perceived parental occupational plan,  $F(1,405)=1.03, p > .05$ ; father's occupational status,  $F(1,405)=1.02, p > .05$ ; barrier, "financial problems,"  $F(1,405)=1.00, p > .05$ ; barrier, "lack of higher education program offerings in areas which interest me,"  $F(1,405)=0.90, p > .05$ ; barrier, "excessive student activism in Turkish universities and other higher educational institutions,"  $F(1,405)=0.71, p > .05$ ; GPA,  $F(1,405)=0.36, p > .05$ ; new variable,  $F(1,405)=0.11, p > .05$ ; barrier, "being academically unable to finish lycée,"  $F(1,405)=0.001, p > .05$ ; barrier, "lack of vocational counseling in my school,"  $F(1,405)=0.000, p > .05$ .

#### Occupational Aspiration

When the significance of the joint contribution of the selected independent variables to an explanation of the variance of occupational aspirations of the students was tested by controlling for sex, it was found that there was no significant difference between males and females,  $F(15,322)=1.11, p > .05$ . Also, the joint influence of the independent variables did not seem to vary significantly



with the type of curriculum,  $F(15,322)=1.02$ ,  $p > .05$ . Then sex and curriculum were again included among the independent variables to see whether or not they were significant in uniquely explaining the variance of occupational aspirations.

The joint contribution of the independent variables was found to be significant in predicting occupational aspirations of the students,  $F(17,336)=6.13$ ,  $p < .05$ . The proportion of the variance of occupational aspirations explained by the independent variables was  $R^2=.23661$ . (See Appendix H for the complete  $F$  table, and the values of the constant,  $a$  and partial regression coefficients,  $b$ 's of the independent variables.)

In order of their relative efficacies:

1. The unique contribution of the perceived parental occupational plan variable was significant in explaining the variance of occupational aspirations of the students,  $F(1,336)=20.80$ ,  $p < .05$ . There was a positive linear relationship between these two variables.
2. The curriculum variable was significant in uniquely explaining the variance of occupational aspirations,  $F(1,336)=15.93$ ,  $p < .05$ . The unstandardized partial regression coefficient ( $b$ ) associated with this  $F$  value represents the expected difference between the science majors and the literature majors. (See Appendix H for the  $b$  value.) Here, the  $b$  value indicates that the science majors had higher occupational aspirations than the literature majors.

3. The unique contribution of the barrier, "low income of the job to which I aspire," was also significant in explaining the variance of occupational aspirations,  $F(1,336)=7.07, p < .05$ . As the students perceived this barrier more effective in preventing them from attaining their occupational aspirations, they tended to have lower occupational aspirations.
4. The unique contribution of the so-called "new" variable was found to be significant,  $F(1,336)=5.69, p < .05$ . The  $b$  associated with this  $F$  value shows that those students who expressed a perceived parental occupational plan for themselves had higher occupational aspirations than those who said their parents left the occupational decision up to them. (See Appendix H for the  $b$  value.)
5. The unique contribution of the barrier, "university entrance examinations," to the explanation of the variance of occupational aspirations was also significant,  $F(1,336)=5.41, p < .05$ . The negative  $b$  associated with the  $F$  value indicates that as the students had higher occupational aspirations, they perceived this barrier more effective in preventing them from attaining these higher occupational aspirations.

In the analysis, the following independent variables were all found to be insignificant as unique sources of variance of occupational aspirations: barrier, "financial problems,"  $F(1,336)=3.72, p > .05$ ; barrier, "not having necessary skills and talents which are required for the job

to which I aspire,"  $F(1,336)=3.33$ ,  $p > .05$ ; barrier, "lack of the fields of study which would train me for the job to which I aspire,"  $F(1,336)=2.73$ ,  $p > .05$ ; barrier, "disapproval of my occupational aspiration by my close relatives and significant others,"  $F(1,336)=2.04$ ,  $p > .05$ ; barrier, "lack of vocational counseling in my school,"  $F(1,336)=0.94$ ,  $p > .05$ ; father's occupational status,  $F(1,336)=0.49$ ,  $p > .05$ ; perceived parental educational plan,  $F(1,336)=0.37$ ,  $p > .05$ ; sex,  $F(1,336)=0.33$ ,  $p > .05$ ; GPA,  $F(1,336)=0.29$ ,  $p > .05$ ; barrier, "lack of openings of job to which I aspire,"  $F(1,336)=0.24$ ,  $p > .05$ .

#### Occupational Expectation

The joint contribution of the selected independent variables to an explanation of the variance of occupational expectations of the students was not found to vary significantly with sex,  $F(15,322)=0.68$ ,  $p > .05$ . When the same analysis was repeated, but by controlling for curriculum this time, it was found that the joint effect did not vary significantly with curriculum either,  $F(15,322)=0.57$ ,  $p > .05$ . Since sex and curriculum as controlling variables were found to be insignificant, they were included among the independent variables to see if they had significant effects in uniquely explaining the variance of occupational expectations of the students.

The analysis indicated that the independent variables jointly operated significantly in explanation of the variation of the occupational expectations,  $F(17,336)=6.97$ ,

$p < .05$ . The proportion of the variance of occupational expectations explained by the independent variables jointly was  $R^2 = .26066$ . (See Appendix I for the complete  $F$  table, the values of the constant,  $a$ , and partial regression coefficients,  $b$ 's, of the independent variables.)

In order of their relative efficacies:

1. The unique contribution of the perceived parental educational plan variable to the explanation of the variance of occupational expectations was found to be significant,  $F(3, 336) = 6.96$ ,  $p < .05$ . Examination of the  $b$ 's associated with the three dummy variables of this variable leads to concluding that there is a positive relationship between the categories of the perceived parental educational plan and the occupational expectations. (See Appendix I for the  $b$  values.) As the students said their parents planned for them to attain higher educational levels, they tended to have higher occupational expectations.
2. The unique contribution of GPA to the explanation of the variance of occupational expectations of the students was significant,  $F(1, 336) = 12.17$ ,  $p < .05$ . There was a positive linear relationship between GPA and occupational expectations.
3. The unique influence of curriculum was also significant,  $F(1, 336) = 10.68$ ,  $p < .05$ . The unstandardized regression coefficient ( $b$ ) associated with the  $F$  value indicates that the science majors had higher occupational expectations than the literature majors. (See Appendix I for the  $b$  value.)

4. The unique effect of the barrier, "low income of the job to which I aspire," was found to be significant in explaining the variance of occupational expectations of the students,  $F(1,336)=6.16$ ,  $p < .05$ . As the students perceived this barrier more effective in preventing them from attaining their occupational aspirations, they tended to have lower occupational expectations.

5. The unique contribution of father's occupational status significantly helped to explain the variance of occupational expectations,  $F(1,336)=4.24$ ,  $p < .05$ . It was found that there was a positive linear relationship between father's occupational status and occupational expectations.

6. The unique contribution of the barrier, "lack of vocational counseling in my school," to the explanation of the variance of occupational expectations of the students was also significant,  $F(1,336)=4.39$ ,  $p < .05$ . As the students perceived this barrier more effective in preventing them from attaining their occupational aspirations, they expressed lower occupational expectations.

The unique contributions of the following independent variables to the explanation of the variance of occupational expectations were found to be insignificant in the analysis: perceived parental occupational plan,  $F(1,336)=2.39$ ,  $p > .05$ ; barrier, "financial problems,"  $F(1,336)=2.14$ ,  $p > .05$ ; sex,  $F(1,336)=2.11$ ,  $p > .05$ ; barrier, "disapproval of my occupational aspiration by my close relatives and

significant others,"  $F(1,336)=1.86$ ,  $p > .05$ ; barrier, "university entrance examinations,"  $F(1,336)=0.51$ ,  $p > .05$ ; barrier, "lack of the fields of study which would train me for the job to which I aspire,"  $F(1,336)=0.19$ ,  $p > .05$ ; barrier, "not having necessary skills and talents which are required for the job to which I aspire,"  $F(1,336)=0.16$ ,  $p > .05$ ; barrier, "lack of openings of jobs to which I aspire,"  $F(1,336)=0.01$ ,  $p > .05$ ; new variable,  $F(1,336)=0.000$ ,  $p > .05$ .

## CHAPTER VI

### DISCUSSION, SUMMARY, IMPLICATIONS

#### Discussion of the Results

This study dealt with estimating joint and unique contributions of selected independent variables to an explanation of the variance of each of four dependent variables: educational aspiration, educational expectation, occupational aspiration, and occupational expectation. As mentioned earlier, a unique contribution of any independent variable is defined as the influence of a given independent variable on a dependent variable when remaining independent variables in the regression equation are held constant statistically.

Logically, educational attainment is considered to be a major determinant of occupational attainment. But, this study revealed that there was an inconsistency between educational and occupational orientations of the lycée seniors. This researcher developed from the findings of this study and his own personal experiences and observations the following reasoning for explaining this inconsistency. The main reason for the inconsistency is that the students might have a perception of mismatch of graduates and jobs in the Turkish occupational structure. As mentioned in the first chapter, there is poor manpower

planning in Turkey. As a result, those who graduate from the educational system are often not employed in the occupations for which they have been educated. So, this situation might have led the students to think their educational attainments often would not determine their occupational attainments.

The inconsistency between educational and occupational orientations of the students is evidenced by comparing the sources of variance of educational aspiration and expectation on the one hand, and occupational aspiration and expectation on the other. In Turkey, university entrance examinations are the only selection and screening system into higher education. Since the students' educational attainments would be determined by university entrance examinations in a very near future, both kinds of their educational orientations, either aspirations or expectations, seemed to reflect more realistic considerations. For instance, their educational aspirations were significantly affected by father's occupational status, GPA, and perceived parental educational plan even when they were told to imagine that they were free to choose and enter any university. When they were asked to consider reality, their educational expectations were significantly influenced by perceived parental educational plan and the barrier, "university entrance examinations."

It was mentioned earlier that educational attainment often does not determine occupational attainment due to



poor manpower planning in Turkey. That is why occupational attainment might be perceived by the students to be too early to decide now. This might have led the students to ignore limitations and express their occupational aspirations and expectations less realistically than their educational aspirations and expectations. For instance, their occupational aspirations were not significantly affected by father's occupational status, GPA, and perceived parental educational plan which were significant in explaining the variance of their educational aspirations. Also, the barrier "university entrance examinations," which was significant in influencing the students' educational expectations was not significant in explaining the variance of their occupational expectations. Instead, father's occupational status, GPA, and perceived parental educational plan were some of the variables influencing their occupational expectations.

In short, both kinds of educational orientations of the students (aspiration and expectation) appeared to reflect more realistic considerations than both kinds of their occupational orientations (aspiration and expectation), respectively. At the same time, both their educational expectations and occupational expectations were more realistic than their educational aspirations and occupational aspirations, respectively.

The reasoning which aimed at explaining the observed inconsistency between educational and occupational orientations

of the students was developed by this researcher from the findings of this study and his own personal experiences and observations. This researcher's reasoning might be one of the possible interpretations of the findings. Conceivably, any other alternative interpretation of this study's findings is acknowledged.

The following findings represent a set of evidences for this researcher's reasoning explained in the above paragraphs.

The unique contribution of the father's occupational status variable was significant in explaining the variance of educational aspirations but not of occupational aspirations. This implies that educational aspirations are more realistically expressed than occupational aspirations. However, father's occupational status was not significant in uniquely explaining the variance of educational expectations. In fact, the students' educational expectations were uniquely and significantly explained by the barrier, "university entrance examinations," which is the only selection system into higher education in Turkey. It is this researcher's interpretation from his own experiences and observations that their successes in university entrance examinations are not perceived by Turkish students to vary with their fathers' occupational statuses. As a matter of fact, there was observed a low correlation between these two variables,  $r = -.03$ . Although the unique contribution of father's occupational status was not significant in explaining the variance of occupational

aspirations, it was significant in explaining the variance of occupational expectations. This indicates that the students express their occupational expectations more realistically than their occupational aspirations.

The analysis showed that perceived parental educational plan uniquely and significantly explained the variance of educational aspirations, educational expectations, and occupational expectations, while the unique contribution of perceived parental occupational plan was significant in explaining the variance of only occupational aspirations. On the basis of this researcher's reasoning, this might imply that perceived parental educational plan reflects more realistic consideration than perceived parental occupational plan. In fact, this conclusion appears to correspond to the previously reached conclusion that the students' educational orientations are more realistic than their occupational orientations.

Before discussing the next finding, an interesting difference between the two categories of the perceived parental educational plan variable in explaining the variance of educational aspirations should be mentioned. Those students who said their parents plan for them to stop schooling after lycée had higher educational aspirations than those who said their parents plan for them to graduate one of the higher vocational and technical schools. The reason why the former group had higher educational aspirations than the latter might have something

to do with the aspirational overreaction of the former group of students to their parents' desire that they should stop schooling after lycée. These students might have felt that their desires for further education are suppressed by their parents. As a result, they may have tended to overreact to their parental plan by having higher educational aspirations than those whose parents want them to go to one of the higher vocational and technical schools. However, these students lowered their aspirations considerably when their educational expectations were asked.

The analysis revealed that the barrier, "financial problems," was perceived to be significantly effective in preventing the students from attaining their higher educational aspirations. But, it did not significantly explain the variance of educational expectations. Instead, the barrier, "university entrance examinations," was the only significant barrier which uniquely explained the variance of educational expectations. Since university entrance examinations are the only selection and screening system into higher education, this finding was no surprise. But, although the barrier, "university entrance examinations," was perceived to be significantly effective in preventing the students from attaining their higher occupational aspirations, it was not significant in explaining the variance of occupational expectations. This confirms the conclusion that educational expectations are more realistic than occupational expectations.

The unique contribution of GPA was significant in explaining the variance of educational aspirations but not of occupational aspirations. This might imply that educational aspirations are more realistically expressed than occupational aspirations. However, GPA was not significant in uniquely explaining the variance of educational expectations. This might be due to the fact that the only selection and screening system for higher education is university entrance examinations which, in fact, were significant in explaining the variance of educational expectations. A study of the validity of university entrance examinations by Onay (1972) showed no significant relationship between a student's academic achievement in lycée and his university entrance examinations score. Academic achievement of a student in lycée was significantly correlated with rather his academic success in university (Özgüven, 1971; Onay, 1972). In fact, a very low correlation,  $r=.05$ , was observed between GPA and the barrier, "university entrance examinations," in the present study, too. Although, the unique contribution of GPA was not significant in explaining the variance of occupational aspirations, it was significant in explaining the variance of occupational expectations. This is consistent with the conclusion that the students express their occupational expectations more realistically than their occupational aspirations.

It was also found that the science majors had significantly higher occupational aspirations and expectations

than the literature majors. In Turkish lycée, science majors are generally more successful students than literature majors in terms of academic achievement. In fact, Tan (1966) found that science majors were also more successful than literature majors in the universities. But, the present study found no significant difference between the science and literature majors concerning both their educational aspirations and expectations. It is this researcher's interpretation from his own experiences and observations that type of curriculum is generally viewed by Turkish students to have no effect on their university entrance examinations scores. Maybe the students had this common idea in their minds in expressing their educational aspirations and expectations. However, both occupational aspirations and expectations varied with the type of curriculum. This was largely because university entrance examinations were perceived to be unrelated to their occupational attainment. As mentioned previously, the main reason for this was that educational attainment, which is determined by university entrance examinations, doesn't usually determine occupational attainment in Turkey due to poor manpower planning.

Another finding was concerned with the so-called "new" variable which was created to see if there was a significant difference between those who expressed a perceived parental occupational plan and those who said their parents left the occupational choice up to them.

It was found that the former group had significantly higher occupational aspirations than the latter group. But there was no significant difference in educational aspirations of the two groups. These findings indicate the inconsistency between educational and occupational aspirations of the students. During both times of an informal conversation with the students after the questionnaire administration and of the questionnaire coding, this researcher observed an interesting fact. Most of those students who said their parents left the occupational choice up to them expressed their feelings with anger by saying that their parents should not interfere with their occupational decisions at all. These students seemed to be more independent of their parents. Also they appeared to be more involved with politics and aspiring to relatively low status occupations, but, by which they would be able to fulfill their social and political ideas and desires. Probably this was one of the significant reasons why they had lower occupational aspirations than the other group. When the students were asked about their occupational expectations considering the opportunities realistically, no significant difference was found between these two groups. This is another evidence for the conclusion that the students' occupational expectations are more realistic than their occupational aspirations.

The unique contribution of the barrier, "lack of vocational counseling in my school," was significant

in explaining the variance of occupational expectations. Özoğlu (1977) says that if the students had been directed to different fields on the basis of their interests, abilities, and academic successes when they were admitted to higher education, it would have been something different from and better than today's admission system. This, however, can only be accomplished by an effective occupational counseling program which is not found in most of the Turkish schools today. As mentioned earlier, in practice, Turkish students are directed to different fields on the basis of their university entrance examinations scores. This might be the possible reason why the barrier, "lack of vocational counseling in my school," did not come up significant in explaining the variance of educational expectations, although it was significant in explaining the variance of occupational expectations. In fact, university entrance examinations were the only significant barrier in explaining the variance of educational expectations. This implies the inconsistency between educational and occupational expectations of the students.

The findings discussed in the above paragraphs represented a set of evidences for the observed inconsistency between educational orientations (aspirations and expectations) and occupational orientations (aspirations and expectations) of the students.

In the analysis the barrier, "low income of the job to which I aspire," came up significant in uniquely explaining



the variance of both occupational aspirations and expectations. This finding implies that those students who aspired to lower status occupations perceived low income of these occupations very effective in preventing them from attaining these occupations. But, they still expected to attain the lower status occupations. These students may either have had very little chance to get better paid occupations or were so eager and determined that they expected to attain these lower status occupations regardless of their low incomes.

As far as the variables which were found to be insignificant in the analysis are concerned, first, the two controlling variables, sex and curriculum, should be mentioned. It was found that the joint contribution of the independent variables to the explanation of each of the dependent variables did not significantly vary with either sex or curriculum. As discussed before, when curriculum was analyzed as an independent variable, the science majors had significantly higher occupational aspirations and expectations than the literature majors. But there was no significant difference between the two groups on their educational aspirations and expectations. When sex was analyzed as an independent variable, there was not found any significant difference between males and females on any of the four dependent variables. This result could be considered as a sign of changing role of a Turkish woman who used to have less educational or occupational opportunities than a Turkish man earlier.

Also, it was found that the following barriers were not significant in uniquely explaining the variance of educational expectations: "financial problems," "being academically unable to finish lycée," "insufficient preparation provided by the lycée I am now attending," "lack of vocational counseling in my school", "lack of higher education program offerings in areas which interest me," "scarcity of jobs in my preferred field of specialization," and "excessive student activism in Turkish universities and other higher educational institutions." As mentioned earlier, university entrance examinations are the only selection and screening system into higher education in Turkey. In fact, the barrier, "university entrance examinations," came up significant in uniquely explaining the variance of educational expectations. This might be the possible reason why the barriers stated above did not help to significantly explain the variance of educational expectations. The analysis, also, revealed that the unique contributions of the following barriers were not significant in explaining the variance of occupational expectations: "financial problems," "university entrance examinations," "lack of openings of job to which I aspire," "lack of the fields of study which would train me for the job to which I aspire," "not having necessary skills and talents which are required for the job to which I aspire," and "disapproval of my occupational aspiration by my close relatives and significant others."

As discussed at the beginning of this section, educational attainment usually doesn't determine occupational attainment due to poor manpower planning in Turkey. That is why occupational attainment is perceived by the students to be too far away to decide now. Probably, this led the students not to be able to perceive these barriers.

The analysis indicated that Hyman's (1966) and Merton's (1957) theories were confirmed by the findings of this study although both theories have been basically developed from observations of American society. Hyman's theory was that the proportion of individuals with high success goal aspirations and expectations varies positively with social status. The finding concerning the relationship between father's occupational status and educational aspirations confirmed Hyman's theory. However, the finding concerning the relationship between father's occupational status and occupational aspirations confirmed Merton's theory of equal distribution of aspirations. For Merton, all individuals somehow have high aspirations, but when they realize that the means through which they can achieve their goals are limited, they lower their aspirations. So, when expectations are considered, Merton's theory becomes differential distribution of expectations. In this case, the finding concerning the relationship between father's occupational status and occupational expectations confirm both Hyman's and Merton's theories. However,

neither theory was confirmed by the finding concerning the relationship between father's occupational status and educational expectations. As mentioned earlier, this may have been because university entrance examinations, in reality, are the only selection system into higher education regardless of father's occupational status.

There was observed a discrepancy between these two theories in explaining educational and occupational aspirations. While Hyman's theory explained educational aspirations, Merton's theory explained occupational aspirations. The discrepancy might be explained by this researcher's reasoning. In Turkey, educational attainment often does not determine occupational attainment due to poor manpower planning. Since the students' educational attainments would be determined by university entrance examinations in a very near future, even their educational aspirations included realistic considerations. For instance, father's occupational status was one of the significant variables in uniquely explaining the variance of educational aspirations. In fact, this confirmed Hyman's theory. On the other hand, because occupational attainment is usually not determined by educational attainment, the students probably perceived their occupational attainments from a more distant, romantic perspective. This might have led the students to ignore limitations and express their occupational aspirations less realistically than their educational aspirations. For example, father's occupational

status did not come up significant in uniquely explaining the variance of occupational aspirations, although it was significant in the case of educational aspirations. This finding confirmed Merton's theory of equal distribution of aspirations. In fact, this also confirmed Uysal's (1970) finding of no significant relation between father's occupational status and occupational aspirations of Turkish lycée seniors. However, it was contradictory to Kazamias' (1966) finding that father's occupational status was positively correlated with occupational aspirations of Turkish students. Here it should be mentioned that the present study dealt with unique contribution of the father's occupational status variable while neither Uysal's nor Kazamias' study did so. It means that in this study the effect of father's occupational status on occupational aspirations was estimated when other independent variables were held constant. On the other hand, both Uysal's and Kazamias' studies estimated the correlations between father's occupational status and occupational aspirations with no variables being controlled for. Also, it is this researcher's interpretation that both Uysal's and Kazamias' studies failed to make a clear distinction between aspirations and expectations in their measurements. Conceivably, the failure to incorporate the distinction between aspirations and expectations in the measurement might lead a researcher to have different results. That is why this should be taken into consideration in evaluating

the consistency of Uysal's and Kazamias' studies' findings with those of this study.

### Summary of the Study

This research dealt with two problems. The first problem was to estimate the joint and unique contributions of the following selected variables to an explanation of the variance of educational aspirations and educational expectations that Turkish public lycée seniors express controlling for their sex (male-female) and curriculum (literature majors-science majors):

1. Social status as measured by father's occupational status.
2. Academic achievement as measured by GPA.
3. Pupil's perceived parental educational plan for their child.
4. Pupil's perceived parental occupational plan for their child.
5. Each of the following pupil's perceived barriers to attainment of an aspired level of education:
  - a) Financial problems.
  - b) Being academically unable to finish lycée.
  - c) Insufficient preparation provided by the lycée I am now attending.
  - d) Lack of vocational counseling in my school.
  - e) University entrance examinations.
  - f) Lack of higher education program offerings in areas which interest me.

g) Scarcity of jobs in my preferred field of specialization.

h) Excessive student activism in Turkish universities and other higher educational institutions.

The second problem was to estimate the joint and unique contributions of the following selected variables to an explanation of the variance of occupational aspirations and expectations that Turkish public lycée seniors express, controlling for their sex and curriculum:

1. Social status as measured by father's occupational status.

2. Academic achievement as measured by GPA.

3. Pupil's perceived parental educational plan for their child.

4. Pupil's perceived parental occupational plan for their child.

5. Each of the following pupil's perceived barriers to attainment of an aspired occupation:

- a) Financial problems.

- b) University entrance examinations.

- c) Lack of openings of job to which I aspire.

- d) Lack of the fields of study which would train me for the job to which I aspire.

- e) Lack of vocational counseling in my school.

- f) Low income of the job to which I aspire.

- g) Not having necessary skills and talents which are required for the job to which I aspire.

h) Disapproval of my occupational aspiration by my close relatives and significant others.

Due to high status of the Turkish lycée and poor manpower planning, there are more lycée students than lycée-equivalent vocational and technical school students in the Turkish educational system. Also, as related to this, there are occupationally unnecessary enrollment increases in educational fields, such as social sciences and humanities, and insufficient supply of the nation's manpower requirements for engineers and technicians in Turkish higher education. Conceivably, this results in a mismatch of graduates and jobs in the Turkish occupational structure. So there was a need to study the sources of variance of educational and occupational aspirations and expectations of lycée seniors, since very little research has been conducted on this subject in Turkey.

Although this study was not conducted under some grand sociological theory, Hyman's (1966) theory that the proportion of individuals with high success goal aspirations and expectations varies positively with social status was tested. Also, along with Hyman's theory, Merton's (1957) theory of equal distribution of success theme with respect to aspirations, but differential distribution of success theme concerning expectations was tested in the analysis.

The sample consisted of 470 Turkish public lycée seniors who were selected from three public lycées in



Ankara, Turkey, during the second semester of 1978-1979 academic year. First, one lycée from each of the three neighborhoods representing, roughly, upper, middle, and lower classes was randomly selected. Then, a total of 13 literature and science senior classes were randomly selected from these three lycées by a cluster sampling method to make up the sample of 470 respondents. The population of this study represented those seniors who are enrolled at the Turkish public lycées of big metropolitan cities of western Turkey.

The data were collected during the second semester of 1978-1979 academic year by administering a questionnaire which had been prepared by the researcher himself. The data on the academic achievement variable were gathered by computing the first semester GPA of the 1978-1979 academic year for each respondent. After the content validity of the questionnaire was furthered by both the doctoral committee members of the researcher and three Turkish doctoral students at the University of Florida, it was administered to a randomly selected class of 37 students from one of the lycées in the sample as a trial run. The trial run showed that the questionnaire was understood and used by the students as the researcher intended.

The data were analyzed by a statistical technique called multiple regression analysis. This technique enables one to predict the joint and unique contributions of a

number of independent variables to an explanation of the variance of a dependent variable. Whenever the joint contribution of independent variables appears to be significant, then the unique contribution of each of the independent variables is predicted by measuring the influence of a given independent variable upon a dependent variable when remaining independent variables are held constant statistically. This was the procedure utilized in analyzing the data of this study. The analysis of data was accomplished by running a standard regression approach of subprogram regression (Nie et al., 1975) in the computer facilities of the University of Florida. In the analysis there were four categorical variables: sex, curriculum (controlling variables), perceived parental educational plan, and a so-called "new" variable which was created to see whether there is any significant difference between those who expressed a perceived parental occupational plan and those who said their parents left the occupational choice up to them. These categorical variables were converted into the dummy variables to be used in multiple regression analysis. The new variable was included among the independent variables in order to estimate its unique contribution to the explanation of the variance of each of the four dependent variables: educational aspiration, educational expectation, occupational aspiration and occupational expectation.

When the joint contribution of independent variables to an explanation of the variance of each of the dependent variables was tested for significance by controlling for sex, it did not vary significantly with sex concerning all of the four dependent variables. When the same analyses were repeated but by controlling for curriculum this time, the joint contribution, again, did not vary significantly with curriculum either concerning all the dependent variables. So, sex and curriculum were also included among the independent variables to see if they can uniquely explain the variance of each of the dependent variables. Then the joint contribution of all independent variables to an explanation of the variance of each of the dependent variables was found to be significant.

In order of their relative efficacies, the unique contributions of perceived parental educational plan, barrier, "financial problems" (negatively), father's occupational status and GPA significantly explained the variance of educational aspirations.

In order of their relative efficacies, educational expectations of the students were significantly explained by the unique contributions of perceived parental educational plan and barrier, "university entrance examinations."

In order of their relative efficacies, the unique contributions of perceived parental occupational plan, curriculum (the science majors had higher occupational aspirations than the literature majors), barrier, "low

income of the job to which I aspire," new variable (those who expressed a perceived parental occupational plan had higher occupational aspirations than those who said their parents left the occupational choice up to them), and barrier, "university entrance examinations" (negatively), significantly explained the variance of occupational aspirations.

In order of their relative efficacies, the unique contributions of perceived parental educational plan, GPA, curriculum (the science majors had higher occupational expectations than the literature majors), barrier, "low income of the job to which I aspire," father's occupational status, and barrier, "lack of vocational counseling in my school," significantly explained the variance of occupational expectations.

Although, logically, educational attainment should determine occupational attainment, there was observed an inconsistency between educational and occupational orientations of the lycée seniors. This researcher reasoned from the findings of this study and his own personal experiences and observations that educational attainment usually does not determine occupational attainment due to poor manpower planning in Turkey. University entrance examinations are the only selection and screening system into higher education regardless of GPA or father's occupational status. Since the students' educational attainments would be determined by university entrance examinations in the very near future, both educational

aspirations and expectations seemed to reflect more reality considerations. On the other hand, because occupational attainment is usually not determined by educational attainment, the students probably perceived too early now to decide about their occupational attainments. This might have led the students to ignore limitations and express their occupational aspirations and expectations less realistically than their educational aspirations and expectations. In fact, the finding concerning the relationship between father's occupational status and educational aspirations confirmed Hyman's theory that the proportion of individuals with high success goal aspirations varies positively with social status. On the other hand, the finding concerning the relationship between father's occupational status and occupational aspirations confirmed Merton's theory of equal distribution of aspirations among all individuals.

In sum, both educational aspirations and expectations seemed to reflect more realistic considerations than occupational aspirations and expectations, respectively. Also, both educational expectations and occupational expectations of the students were more realistic than their educational aspirations and occupational aspirations, respectively.

#### Implications for Further Research

First of all, a replication of this study on a similar sample is necessary to see if it is reliable or not. If it is reliable, then this researcher's explanation

for the observed inconsistency between the students' educational and occupational orientations should be tested by a further study. In this regard, occupational aspirations and expectations of the students could be studied when they were ready to get their jobs and then the results could be compared with the results of this study. Thereupon, one would be able to determine whether or not a Turkish student's perception of opportunity varies with the closeness of time when occupational attainments would be achieved. Furthermore, a follow-up study of the students would help to determine whether or not they can attain their educational and occupational expectations.

When this study is replicated, besides the use of a questionnaire, an interview could be scheduled with students to check the reliability of instruments. Furthermore, such a study might examine the relationship between students' perceived parental educational and occupational plans, and educational and occupational plans expressed by the parents themselves to see if there is a significant correlation.

In the analysis, it was observed that the proportion of variance of each dependent variable explained by the independent variables was not so high. There remained a quite unexplained variation in each of the dependent variables. That is why any further study on this subject might have to include some other independent variables which are supposed to have as much as low correlations with other independent variables, and, at the same time,

high correlations with the dependent variables. Intelligence, scholastic ability, teacher and peer influences, and values attached to the occupations might be considered as some possible sources of variance, although there are no evidences of correlations between them and independent variables of this study for Turkish students.

It would also be interesting to replicate this study on Turkish lycée-equivalent vocational and technical schools' students. Concerning the general curriculum, these students are in a disadvantageous position as compared to lycée students. Conceivably, this usually prevents them from attaining higher levels of education and occupation. Therefore, it would be worthwhile to search for the correlates of their educational and occupational aspirations and expectations.

The replication of this study can also be carried out in the lycées of eastern Turkey and of the small cities of Turkey excluding big metropolitan centers. All the lycée students are given the same university entrance examinations despite the fact that the distribution of educational and social services is in favor of the big metropolitan centers of western Turkey. So the lycée graduates who come from the small cities and eastern Turkey definitely have fewer chances to further their educations. Therefore, it would also be interesting to find out the significant sources of variance of their

educational and occupational aspirations and expectations. Furthermore, this would enable someone to compare and contrast the results of the suggested study with those of the present study. The results of the present study can also be compared with the results of the study which is suggested to be conducted on lycée-equivalent vocational and technical schools' students to see differences or similarities.

The replication of this study in a country where one can observe similar characteristics with Turkey and admission into higher education is accomplished by any entrance examinations like in Turkey would be worthwhile to conduct. Conceivably, it would enable someone to make a cross-cultural comparison between two different countries showing more or less the same characteristics. However, a cross-cultural study between Turkey and a more developed country in terms of the effects of the selected independent variables of this study would also be interesting to conduct in order to see differences or similarities.



APPENDIX A  
QUESTIONNAIRE  
(In English)

First Name:

Last Name:

Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

Student Number:

Class and Section:

School:

Dear Student,

This questionnaire is part of a study of the educational and occupational aspirations and expectations of seniors in several Ankara public lycées. Although you are being asked to write your name on this questionnaire, the information you fill in will be used for research purposes only.

This is not a test which would affect your grades. Here you are being asked to tell something about yourself, about your family, and about your aspirations and expectations. There are no right or wrong answers. You are expected to answer each question by considering your own situation.

Answer the questions in order, without skipping. Use a pencil. Do not leave any questions blank.

There is no time limit for this questionnaire, but you should be finished in about a class hour.

Thank you for your cooperation.

## (Form A)

1. Which is the highest educational level your father has completed? (Check the appropriate box.)
  - a) ☐ Never attended school or unable to finish elementary school
  - b) ☐ Elementary school
  - c) ☐ Middle school
  - d) ☐ Lycée or other lycée-equivalent school
  - e) ☐ A higher educational institution other than university such as higher vocational or technical school
  - f) ☐ University
  - g) ☐ Postgraduate university study
  
2. A) What is your father's occupation? If your father is dead, tell what kind of work he last did; if he is retired or not working, tell what kind of work he usually does when he works. (If you are not living with your natural father, tell about your stepfather or guardian.)
 

B) Where does your father work?

C) What sort of work does your father do in his work place? (For example, whether he owns the business he is in, or works in a firm owned by other people; if he is doctor or engineer, tell what his specialization is; if he runs a machine, tell what kind of machine he runs; if he is a salesman, tell what kind of goods he sells; if he is a foreman, or a manager, tell how many people work under him.)
  
3. Which one of the following educational levels do you believe your parents want you to attain? (Check the appropriate box.)
  - a) ☐ Quit lycée
  - b) ☐ Graduate from lycée and stop schooling
  - c) ☐ Graduate from one of the academies or higher educational institutions other than universities, such as higher vocational and technical schools
  - d) ☐ Graduate from one of the universities
  - e) ☐ Complete additional studies after graduating from university, such as getting M.S. degree and/or Ph.D. degree

4. Supposing you had the necessary abilities, money, etc., and were completely free to choose and enter any university, which one of the following educational levels would you like to attain? (Check the appropriate box.)
- a) ☐ Graduate from lycée and stop schooling
  - b) ☐ Graduate from one of the academies or higher educational institutions other than universities, such as higher vocational and technical schools
  - c) ☐ Graduate from one of the universities
  - d) ☐ Complete additional studies after graduating from university, such as getting M.S. degree and/or Ph.D. degree
5. How much effect do you think each of the following factors might have in preventing you from attaining your aspired level of education that you marked in question #4.
- a) Financial problems:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - b) Being academically unable to finish lycée:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - c) Insufficient preparation provided by the lycée  
 I am now attending:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - d) Lack of vocational counseling in my school:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - e) University entrance examinations:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - f) Lack of higher education program offerings in areas which interest me:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - g) Scarcity of jobs in my preferred field of specialization:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - h) Excessive student activism in Turkish universities and other higher educational institutions:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much

6. Taking into consideration the possible effects of the barriers you checked in question #5, as well as the effects of other barriers you consider important, which one of the following educational levels do you actually expect to attain? (Check the appropriate box.)
- a) ☐ Unable to graduate from lycée
  - b) ☐ Graduate from lycée and stop schooling
  - c) ☐ Graduate from one of the academies or higher educational institutions other than universities, such as higher vocational and technical schools
  - d) ☐ Graduate from one of the universities
  - e) ☐ Complete additional studies after graduating from university, such as getting M.S. degree and/or Ph.D. degree
7. Supposing you had the necessary abilities, money, etc., and were completely free to choose and get the job you want, what occupation would you like to attain? Describe it in as much detail as you can.
8. How much effect do you think each of the following factors might have in preventing you from attaining your aspired occupation that you marked in question #7?
- a) Financial problems:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - b) University entrance examinations:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - c) Lack of openings of job to which I aspire:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - d) Lack of the fields of study which would train me for the job to which I aspire:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - e) Lack of vocational counseling in my school:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much
  - f) Low income of the job to which I aspire:  
 \_\_\_\_\_ Not at all \_\_\_\_\_ Some \_\_\_\_\_ Much \_\_\_\_\_ Very Much

- g) Not having necessary skills and talents which are required for the job to which I aspire;

Not at all	Some	Much	Very Much

- h) Disapproval of my occupational aspiration by my close relatives and significant others:

Not at all      Some      Much      Very Much

9. Taking into consideration the possible effects of the barriers you checked in question #8, as well as the effects of other barriers you consider important, what occupation do you actually expect to attain? Describe it in as much detail as you can.
10. What occupation do you believe your parents want you to attain? Describe it in as much detail as you can.
11. Taking into consideration the academic standings of other students in your class, how do you rank your own academic standing on the below scale? (Check the appropriate box.)

10. What occupation do you believe your parents want you to attain? Describe it in as much detail as you can.

11. Taking into consideration the academic standings of other students in your class, how do you rank your own academic standing on the below scale? (Check the appropriate box.)

Poor

Average

Excellent

Note: In Form B of this questionnaire, the order of questions is as follows: 1, 2, 4, 5, 6, 3, 10, 7, 8, 9, 11.

## QUESTIONNAIRE

(In Turkish)

Adi:

Soyadi:

Cinsiyeti: \_\_\_\_\_ Erkek \_\_\_\_\_ Kiz

Okul Numarasi:

Sinifi ve Şubesi:

Okulu:

Değerli Öğrenci,

Bu anket, ileride sahip olacağınız meslek ve eğitim ile ilgili umut ve beklentileriniz konusunda Ankara liselerinin bazılarında yapılmakta olan bir çalışmanın bir bölümünü teşkil etmektedir. Ankette, ad ve soyadlarınız istenmekle beraber, cevaplarınız sadece bu araştırma için kullanılacak ve bu gaye dışında hiçbir kimseye açıklanmayacaktır.

Bu anket, sizin genel kabiliyetinizi veya okul başarınızı ölçecek veya etkileyecek bir sınav değildir. Bu ankette, sadece kendi hakkınızda, aileniz hakkında ve gelecek ile ilgili umut ve beklentileriniz konusunda bazı genel bilgiler istenmektedir. Bu bakımdan, doğru veya yanlış cevap diye birşey söz konusu değildir. Sizin, kendi özel durumunuzu gözönünde bulundurarak cevap vermeniz beklenmektedir.

Anket sorularını sıra ile ve kurşun kalem ile cevaplandırınız. Özellikle, hiçbir soruyu cevapsız bırakmayınız.

Herhangi bir zaman kisitlemesi olmamakla birlikte, bir ders saati anketi bitirmenizde yeterli görülmektedir.

Anketi doldurmakta göstereceğiniz ilgi için teşekkür ederiz.

## (A Formu)

1. Babanızın mezun olduđu en yüksek seviyedeki okul ařağıdakilerden hangisidir? (Uygun olan bir kutuyu işaretleyiniz.)
  - a) ☐ Hiç ilkokula gitmemiş veya ilkokulu bitirememiş
  - b) ☐ İlkokul
  - c) ☐ Ortaokul veya dengi okul
  - d) ☐ Lise veya dengi okul
  - e) ☐ Mesleki ve teknik okullar gibi üniversite dışındaki yüksek okul veya akademilerden biri
  - f) ☐ Üniversite
  - g) ☐ Yüksek Lisans (4 yıllık üniversite öğrenimi sonrası, Bilim Uzmanlığı, Master ve Doktora gibi.)
2. A) Babanızın mesleğı nedir? Eğer babanız halen hayatta değil ise, sağ iken sahip olduđu mesleğini; emekli veya halen çalışmıyor ise, çalıştığı zamanki mesleğini yazınız. (Öz babanız ile ayrılmış iseniz, istenilen bilgileri üvey babanız için cevaplandırınız )
 

B) Babanızın çalıştığı işyerinin adı nedir?

C) Babanızın işyerinde yaptığı işi detaylı olarak açıklayınız. (Meselâ; yaptığı iş kendi işi mi, yoksa başka birine mi çalışıyor?; doktor veya mühendis ise, ihtisası nedir?; işinde herhangi bir makine kullanıyorsa, ne tip bir makine kullanıyor?; satıcı ise, ne satmaktadır?; emrinde çalışan varsa, yaklaşık olarak kaç kişi çalışmaktadır?; v. s. gibi.)
3. Tahmininize göre, aileniz ařağıdaki seçeneklerden hangisini sizin için planlamaktadır? (Uygun olan bir kutuyu işaretleyiniz.)
  - a) ☐ Liseyi bitirmeden okulu bırakmak
  - b) ☐ Lise mezunu olmakla yetinip, herhangi bir yüksek okul veya üniversiteye devam etmemek
  - c) ☐ Mesleki ve teknik okullar gibi üniversite dışındaki yüksek okul veya akademilerin birinden mezun olmak
  - d) ☐ Üniversiteden mezun olmak
  - e) ☐ Üniversiteyi bitirdikten sonra, yüksek lisans derecesi almak (4 yıllık üniversite öğrenimi sonrası, Bilim Uzmanlığı, Master ve Doktora gibi.)

4. Genel kabiliyet, para v.s. gibi engeller olmasaydı ve istediğiniz yüksek okul veya üniversiteye girmekte serbest olsaydınız, aşağıdakilerden hangisini yapmayı arzu ederdiniz? (Uygun olan bir kutuyu işaretleyiniz.)

- a) ☐ Lise mezunu olmakla yetinip, herhangi bir yüksek okul veya üniversiteye devam etmemek  
 b) ☐ Mesleki ve teknik okullar gibi üniversite dışındaki yüksek okul veya akademilerin birinden mezun olmak  
 c) ☐ Üniversiteden mezun olmak  
 d) ☐ Üniversiteyi bitirdikten sonra, yüksek lisans derecesi almak (4 yıllık üniversite öğrenimi sonrası, Bilim Uzmanlığı, Master ve Doktora gibi.)

5. Dördüncü (4.) soruda işaretlediğiniz eğitim seviyesine ulaşmanızda, aşağıdaki faktörlerin herbirinin sizce ne kadar engelleyici rol oynayabileceğini işaretleyiniz.

- a) Parasal problemler:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- b) Liseyi bitirememek:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- c) Okuduğum lisenin yüksek eğitime hazırlamada yetersiz kalışı:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- d) Okuduğum lisede, yüksek okullara hazırlayıcı mesleki rehberliğin yapılmaması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- e) Üniversite giriş imtihanlarının olması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- f) İlgi duyduğum eğitim dalının yüksek okul veya üniversitelerde bulunmaması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- g) İlgi duyduğum eğitim dalının bana kazandıracağı meslek ile ilgili iş sahalarının olmaması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

- h) Yüksek okul ve üniversitelerde öğrenci olaylarının çok fazla olması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok



6. Bir önceki (Beşinci) soruda işaretlediğiniz engellerin etkileyici rollerini ve sizce önemli diğer engelleri gözönüne aldığınızda, aşağıdaki eğitim seviyelerinden hangisine gerçekte ulaşabileceğinizi tahmin ediyorsunuz? (Uygun olan bir kutuyu işaretleyiniz.)

- a) ☐ Liseden mezun olamamak  
 b) ☐ Lise mezunu olmakla yetinip, herhangi bir yüksek okul veya üniversiteye devam edememek  
 c) ☐ Mesleki ve teknik okullar gibi üniversite dışındaki yüksek okul veya akademilerin birinden mezun olmak  
 d) ☐ Üniversiteden mezun olmak  
 e) ☐ Üniversiteyi bitirdikten sonra, yüksek lisans derecesi almak (4 yıllık üniversite öğrenimi sonrası, Bilim Uzmanlığı, Master ve Doktora gibi.)

7. Genel kabiliyet, para v.s. gibi engeller olmasaydı ve istediğiniz mesleğe girmekte serbest olsaydınız, hangi mesleğe sahip olmayı arzu ederdiniz? Mümkün olduğu kadar detaylı açıklayınız.

8. Yedinci (7.) soruda açıkladığınız mesleğe sahip olmanızda, aşağıdaki faktörlerin herbirinin sizce ne kadar engelleyici rol oynayabileceğini işaretleyiniz.

- a) Parasal problemler:

\_\_\_\_\_Hiç \_\_\_\_\_Biraz \_\_\_\_\_Çok \_\_\_\_\_Pek çok

- b) Üniversite giriş imtihanlarının olması:

\_\_\_\_\_Hiç \_\_\_\_\_Biraz \_\_\_\_\_Çok \_\_\_\_\_Pek çok

- c) Sahip olmak istediğim meslek dalı ile ilgili iş sahalarının çok kısıtlı olması:

\_\_\_\_\_Hiç \_\_\_\_\_Biraz \_\_\_\_\_Çok \_\_\_\_\_Pek çok

- d) Sahip olmak istediğim mesleğe hazırlayıcı eğitim dalının yüksek okul veya üniversitelerde olmaması:

\_\_\_\_\_Hiç \_\_\_\_\_Biraz \_\_\_\_\_Çok \_\_\_\_\_Pek çok

- e) Okuduğum lisede, yüksek okullara hazırlayıcı mesleki rehberliğin yapılmaması:

\_\_\_\_\_Hiç \_\_\_\_\_Biraz \_\_\_\_\_Çok \_\_\_\_\_Pek çok

f) Sahip olmak istediğim mesleğin kazancının yeterli olmaması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

g) Sahip olmak istediğim mesleğin gerektirdiği beceri, kabiliyet gibi özelliklerin bende olmaması:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

h) Sahip olmak istediğim mesleğin, yakın tanıdıklarım tarafından benim için uygun görülmemesi:

\_\_\_\_\_ Hiç \_\_\_\_\_ Biraz \_\_\_\_\_ Çok \_\_\_\_\_ Pek çok

9. Bir önceki (Sekizinci) soruda işaretlediğiniz engellerin etkileyici rollerini ve sizce önemli diğer engelleri gözönüne aldığınızda, hangi mesleğe gerçekte sahip olabileceğinizi tahmin ediyorsunuz? Bu mesleği, mümkün olduğu kadar detaylı açıklayınız.

10. Tahmininize göre, aileniz sizin hangi mesleğe sahip olmanızı istemektedir? Mümkün olduğu kadar detaylı açıklayınız.

11. Sınıfınızdaki diğer arkadaşlarınızın başarı durumlarını gözönüne aldığınızda, kendi başarı durumunuzu hangi seviyede görüyorsunuz? (Uygun olan bir kutuyu işaretleyiniz.)

Çok zayıf

Orta

Çok iyi

☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐

Not: Bu anketin B Formunda soruların sıralanışı şöyledir:  
1, 2, 4, 5, 6, 3, 10, 7, 8, 9, 11.

APPENDIX B

REQUEST FOR A CLEARANCE AND CLEARANCE LETTER

Request Letter for a clearance

(In English)

To Directorate of National Education

ANKARA

I am studying for a Ph.D. degree in Social Foundations of Education as an official sponsored student of the Ministry of National Education at the University of Florida, in the U.S.A. I am planning to conduct my doctoral study in three Ankara public lycées, namely: Gülveren, Cumhuriyet, and Çankaya lycées. The senior students of these lycées will be administered a questionnaire which would take them about 45 minutes to answer the questions. Besides, their course grades of the first semester of the 1978-79 academic year will be obtained from the school records.

My research deals with studying selected sources of variance of educational and occupational aspirations and expectations of Turkish public lycée seniors. The selected sources are as follows: 1) father's occupational status, 2) pupil's academic achievement, 3) pupil's perceived parental educational and occupational plan, and 4) pupil's perceived barriers to attainment of an aspired level of education or occupation. Since there are very few studies on this subject in our country, the results of my study might provide some necessary information for educational planning specialists and counselors in their decisions.

I would appreciate your concern, if you issue a permit for me to administer the questionnaire to the senior students of Gülveren, Cumhuriyet, and Çankaya lycées and obtain their first semester course grades from the school records in the second semester of 1978-79 academic year. December 26, 1978.

Sincerely yours,

My address in Turkey:

Evren Sokak No:1/1

İç Cebeci-ANKARA

Signature

Barbaros GÜNÇER

My address in U.S.A.:

274-18 Schucht Village

Gainesville, Florida 32603

U.S.A.

Request letter for a clearance

(In Turkish)

Milli Eğitim Müdürlüğüne

ANKARA

Milli Eğitim Bakanlığının resmi burslu öğrencisi olarak Amerika Birleşik Devletleri'nin Florida eyaletindeki Florida Üniversitesinde Eğitimin Sosyal Temelleri dalında doktora çalışması yapmaktayım. Doktora derecemi alabilmem için gerekli olan doktora araştırmalarını Ankara'da yapmam gerekmektedir. Araştırmam ile ilgili bilgileri toplamam için, müdürlüğünüze bağlı Cumhuriyet, Gülveren ve Çankaya liseleri son sınıf öğrencilerine 45 dakikalık bir anket uygulaması yapılacaktır. Ayrıca, okul idarelerinden bu öğrencilerin 1978-79 ders yılı birinci dönem sonu karne notları temin edilecektir.

Araştırmamın konusu, lise son sınıf öğrencilerimizin eğitimsel ve mesleksel umut ve beklentilerini etkileyen seçilmiş faktörleri incelemektir. Seçilmiş dört faktör şunlardır: 1) baba mesleği, 2) öğrencinin akademik durumu, 3) ailelerinin kendileri hakkında eğitimsel ve mesleksel planları, 4) öğrencilerin istedikleri eğitim ve meslek seviyelerine ulaşmalarında gördükleri engeller. Bu konuda memleketimizde yok denecek kadar az araştırma olduğundan, bu araştırmanın sonuçları eğitim planlaması yapan uzmanlarımıza ve okullarımızdaki danışmanlarımıza gerekli bilgileri verip, yeni planlamaların ve uygulamaların bu bilgilerin ışığı altında yapılmasını sağlayacaktır. Bu durumda, araştırmam ile ilgili bilgileri toplayabilmem için, Cumhuriyet, Gülveren ve Çankaya liseleri son sınıf öğrencilerine, ikinci dönem başında, yukarıda bahsettiğim konularda sorular soracak 45 dakikalık bir anket uygulamama ve bu öğrencilerin 1978-79 ders yılı birinci dönem sonu karne notlarını okul idarelerinden temin etmeme gereken emir ve müsaadelerinizi saygılarımla arz ederim. 26 Aralık 1978

İmza

Barbaros GÜNÇER

Türkiye adresim:

Evren Sokak No: 1/1  
İç Cebeci-ANKARA

A.B.D. adresim:

274-18 Schucht Village  
Gainesville, Florida 32603 U.S.A.

## Clearance Letter

(In English)

Turkish Republic

GOVERNORSHIP OF ANKARA

Directorate of National Education

Division: Middle 2

No: 072/48

Subject: Administration of a questionnaire by Barbaros Günçer  
in three lycées:TO GOVERNORSHIP  
ANKARA

Barbaros Günçer, as an official sponsored student of our Ministry of National Education, is studying in the U.S.A. Enclosed is his December 26, 1978 dated request letter for a clearance to conduct his doctoral study in Gülveren, Cumhuriyet, and Çankaya lycées.

With the condition that normal operations of the lycées should not be interfered, please sanction a clearance for Barbaros Günçer to conduct his study in the above mentioned three lycées in the second semester.

Truly,

Director of National  
Education

Musa EROĞLU

Signature

1.5.1979

APPROVED

1.5.1979

For Governor of Ankara  
Assistant to Governor  
Selahattin ALPDOĞAN

Signature

## Clearance Letter

(In Turkish)

T.C.

ANKARA VALİLİĞİ

Milli Eğitim Müdürlüğü

Bölüm: Orta 2.

Sayı: 072/48

Konu: Barbaros Günçer' in üç Lisede  
Anket çalışması yapması Hk:

VALİLİK MAKAMINA

ANKARA

Bakanlığımızın resmi burslu öğrencisi olarak Amerika' da öğrenim gören Barbaros Günçer' in İlimiz Cumhuriyet, Gülveren ve Çankaya Liselerinde anket çalışması yapma istemine ilişkin 26 Aralık 1978 günlü dilekçesi ile eki ilişik olarak sunulmuştur.

Uygun görüldüğü takdirde adigeçen Liselerimizin çalışma düzenini aksatmamak kaydıyla ikinci dönem başında Barbaros Günçer' in üç Lisemizde anket çalışması yapmasına müsaadelerinizi arz ederim.

Milli Eğitim Müdürü

Musa EROĞLU

İmza

1.5.1979

OLUR

1.5.1979

Vali Muavini

Ankara Valisi a.

Selahattin ALPDOĞAN

İmza

# APPENDIX C

## TURKISH OCCUPATIONAL INDEX

Table 3. Turkish occupational index.

Occupation	Meslekler <sup>a</sup>	Index Value <sup>b</sup>
1. Doctor	Doktor	94.99
2. Faculty member (University)	Üniversite Öğretim üyesi	90.60
3. Mechanical engineer	Makina mühendisi	88.15
4. Chemical engineer	Kimya mühendisi	87.79
5. Architect	Mimar	86.93
6. Agricultural engineer	Ziraat mühendisi	85.87
7. Judge	Hakim	84.89
8. Pilot	Pilot	84.86
9. Factory owner (200 workers)	Fabrika sahibi (200 işçi)	83.96
10. Lawyer	Avukat	83.78
11. Pharmacist	Eczacı	82.80
12. Prosecutor	Savcı	82.50
13. Dentist	Dişçi	80.97
14. Electrical Technician	Elektrik teknisyeni	80.62
15. Army officer	Subay	80.44
16. High ranking public official	Yüksek seviyeli devlet memuru	80.26
17. Ship captain	Gemi kaptanı	79.34
18. Turkish Grand National Assembly member	Türkiye Büyük Millet Meclisi üyesi	79.19
19. Contractor	İnşaat müteahhidi	78.69
20. Financial inspector	Maliye müfettişi	78.21
21. Elementary school teacher	İlkokul öğretmeni	77.83
22. Veterinarian	Veteriner	76.01
23. Mover	Nakliyecisi	75.91
24. Statistician	İstatistikçi	75.67
25. Novel author	Roman yazarı	75.48
26. Homemaker	Ev kadını	74.91
27. Carpenter	Mobilya yapıcısı	73.73
28. Mechanic	Motor tamircisi	73.70
29. Nurse	Hemşire	73.25
30. Clergyman	Din adamı	71.93
31. Accountant	Muhasebeci	71.58
32. Butcher	Kasap	68.14
33. Beautician	Kadın berberi	67.50

Table 3. Continued.

Occupation	Meslekler <sup>a</sup>	Index Value <sup>b</sup>
34. Police and security personnel	Polis ve emniyet memuru	67.25
35. Ceramic worker	Seramik işçisi	67.21
36. Small grocery store owner	Bakkal	66.36
37. Weaver	Dokuma işçisi	66.24
38. Secretary	Sekreter	65.71
39. Blacksmith	Demirci	65.30
40. Movie star	Film artisti	64.91
41. Realtor	Emlak komisyoncusu	64.63
42. Salesman	Tezgahtar	64.08
43. Fireman	İtfaiyeci	63.04
44. Seamstress	Kadın terzi	63.03
45. Soccer player	Futbolcu	62.94
46. Agricultural worker	Tarım işçisi	62.78
47. Cook	Ahçı	62.16
48. Mailman	Postacı	62.13
49. Taxi driver	Dolmuş şoförü	61.51
50. Miner	Maden işçisi	58.99
51. Construction worker	İnşaat işçisi	58.48
52. Bus ticket collector	Otobüs biletçisi	58.34
53. Bakery worker	Firin işçisi	57.11
54. Small farmer	Az topraklı çiftçi	56.01
55. Traveling salesman	Seyyar satıcı	53.65
56. Doorman	Kapıcı	51.07
57. Servant	Hizmetçi	49.43
58. Garbageman	Çöpçü	49.01
59. Porter	Hamal	44.80
60. Money lender	Tefeci	38.97

Source: Çingî, H., & Kasnakoğlu, Z. [A research on Ankara occupations.] Paper presented at the faculty meeting of the Department of Statistics of the Hacettepe University, Ankara, April 1979.

Note: The authors selected the 60 occupations listed above from [A classification of occupations] by Devlet İstatistik Enstitüsü, Ankara: DİE Yayını, 1966. In the present study an index value for any given occupation not listed in the above index was computed by taking the average value of index values of those occupations which are classified in the same group with that given occupation.

<sup>a</sup>In this column, the Turkish titles of the occupations are listed.

<sup>b</sup>Index values were computed by the authors after a total of 1232 respondents who were living in urban Ankara had been interviewed. The respondents were asked to evaluate each of the selected 60 occupations on a scale from the least prestigious (a value of 20) to the most prestigious (a value of 100). Then index value for each occupation was calculated by using a formula.



# APPENDIX D

## MEANS AND STANDARD DEVIATIONS

Table 4. Means and standard deviations of educational aspiration, educational expectation and their independent variables.

Variable	Mean	Standard Deviation	Cases
A	68.6114	10.0828	423
B	86.0016	8.0175	423
C	5.1706	1.0475	423
D	2.9125	0.8786	423
E	3.2837	0.9880	423
F	2.2624	0.9001	423
G	2.1229	0.9050	423
H	2.0378	0.8835	423
I	3.3924	0.8934	423
J	2.7660	1.0069	423
K	2.3357	1.0122	423
L	0.2648	0.4417	423
M	0.4232	0.4946	423
N	0.4704	0.4997	423
O1	0.1087	0.3117	423
O2	0.0496	0.2175	423
O3	0.6336	0.4824	423
P	3.4090	0.6314	423
R	3.3357	1.0624	423

Note: In the table, letters are used to represent the variables in the following way: A=father's occupational status, B=perceived parental occupational plan, C=GPA, D=barrier, "financial problems," E=barrier, "being academically unable to finish lycée," F=barrier, "insufficient preparation provided by the lycée I am

now attending," G=barrier, "lack of vocational counseling in my school," H=barrier, "university entrance examinations," I=barrier, "lack of higher education program offerings in areas which interest me," J=barrier, "scarcity of jobs in my preferred field of specialization," K=barrier, "excessive student activism in Turkish universities and other higher educational institutions," L=the new variable, M=curriculum, N=sex, O1=perceived parental educational plan (dummy variable 1), O2=perceived parental educational plan (dummy variable 2), O3=perceived parental educational plan (dummy variable 3), P= educational aspiration, R=educational expectation.

Table 5. Means and standard deviations of occupational aspiration, occupational expectation and their independent variables.

Variable	Mean	Standard Deviation	Cases
A	68.4067	10.0964	354
B	85.8314	8.2009	354
C	5.1439	1.0718	354
D	2.9887	0.9156	354
E	2.2090	0.8689	354
F	3.0085	0.9264	354
G	3.2062	0.9520	354
H	2.1864	0.9306	354
I	3.4802	0.7420	354
J	3.4407	0.7881	354
K	3.6497	0.7192	354
L	0.2655	0.4422	354
M	0.4350	0.4965	354
N	0.4831	0.5004	354
O1	0.1130	0.3170	354
O2	0.0537	0.2257	354
O3	0.6215	0.4857	354
P	85.5216	0.6232	354
R	76.9899	10.3919	354

Note: In the table, letters are used to represent the variables in the following way: A=father's occupational status, B=perceived parental occupational plan, C=GPA, D=barrier, "financial problems," E=barrier, "university entrance examinations," F=barrier, "lack of openings of job to which I aspire," G=barrier, "lack of the fields of study which would train me for the job to which I aspire," H=barrier, "lack of vocational counseling in my school," I=barrier, "low income of the job to which I aspire," J=barrier, "not having necessary skills and talents which are required for the job to which I aspire," K=barrier, "disapproval of my occupational aspiration by my close relatives and significant others," L=the new variable, M=curriculum, N=sex, O1=perceived parental educational plan (dummy variable 1),

O2=perceived parental educational plan (dummy variable 2), O3=perceived parental educational plan (dummy variable 3), P=occupational aspiration, R=occupational expectation.

# APPENDIX E

## CORRELATION COEFFICIENTS

Table 6. Correlation coefficients among educational aspiration, educational expectation, and their independent variables.

	A	B	C	D	E
A	1.00000	0.21731	0.03340	0.34420	0.01420
B	0.21731	1.00000	0.10265	0.13986	0.16005
C	0.03340	0.10265	1.00000	-0.07363	0.15076
D	0.34420	0.13986	-0.07363	1.00000	0.11873
E	0.01420	0.16005	0.15076	0.11873	1.00000
F	0.12922	0.10254	-0.03902	0.20289	0.14259
G	0.01211	0.07877	-0.08774	0.07614	0.09342
H	-0.02850	0.04521	0.07018	0.14165	0.10169
I	0.04630	0.07949	0.01510	0.09817	0.29236
J	0.12165	0.06450	0.07888	0.23395	0.33606
K	0.07586	-0.03386	-0.05065	0.05441	0.08700
L	0.01444	0.00438	-0.06312	0.09034	-0.04220
M	-0.08645	-0.18761	-0.09940	-0.02913	-0.08136
N	-0.05683	0.01985	-0.24172	-0.15972	-0.02138
O1	-0.19725	-0.46809	0.05238	-0.23343	-0.12350
O2	-0.10097	0.00600	-0.12527	-0.03923	0.05561
O3	0.08850	0.12963	-0.01917	0.10311	-0.04489
P	0.16304	0.15540	0.23810	-0.02506	0.14784
R	0.15616	0.22261	0.08363	0.17369	0.10320

Table 6. Continued

	F	G	H	I	J
A	0.12922	0.01211	-0.02850	0.04630	0.12165
B	0.10254	0.07877	0.04521	0.07949	0.06450
C	-0.03902	-0.08774	0.07018	0.01510	0.07888
D	0.20289	0.07614	0.14165	0.09817	0.23395
E	0.04259	0.09342	0.10169	0.29236	0.33606
F	0.00000	0.53924	0.27356	0.14569	0.20128
G	0.53924	1.00000	0.26091	0.10432	0.17988
H	0.27356	0.26091	1.00000	0.08622	0.16181
I	0.14569	0.10432	0.08622	1.00000	0.47112
J	0.20128	0.17988	0.16181	0.47112	1.00000
K	0.14498	0.14369	0.07056	0.19201	0.15401
L	0.09900	0.04287	-0.00144	0.03631	0.06507
M	-0.01049	0.01586	0.00667	-0.01740	-0.01954
N	0.02518	0.03949	0.00254	0.03665	-0.08207
O1	-0.20332	-0.06431	-0.10102	-0.07703	-0.13768
O2	-0.07882	-0.06721	0.01487	-0.02733	0.00990
O3	0.15649	0.13600	-0.01188	0.05403	0.06207
P	0.01502	-0.07161	0.01893	0.10547	0.06519
R	0.21990	0.11471	0.23890	0.04562	0.14451

Table 6. Continued

	K	L	M	N	O1
A	0.07586	0.01444	-0.08645	-0.05683	-0.19725
B	-0.03386	0.00438	-0.18761	0.01985	-0.46809
C	-0.05065	-0.06312	-0.09940	-0.24172	-0.05238
D	0.05441	0.09034	-0.02913	-0.15972	-0.23343
E	0.08700	-0.04220	-0.08136	-0.02138	-0.12350
F	0.04498	0.09900	-0.01049	0.02518	-0.20332
G	0.14369	0.04287	0.01586	0.03949	-0.06431
H	0.07056	-0.00144	0.00667	0.00254	-0.10102
I	0.19201	0.03631	-0.01740	0.03665	-0.07703
J	0.15401	0.06507	-0.01954	-0.08207	-0.13768
K	1.00000	-0.06147	0.01377	0.12741	-0.01083
L	-0.06147	1.00000	0.03910	-0.15770	-0.03751
M	0.01377	0.03910	1.00000	-0.15540	0.00821
N	0.12741	-0.15770	-0.15540	1.00000	-0.05539
O1	-0.01083	-0.03751	0.00821	-0.05539	1.00000
O2	0.08559	-0.06316	-0.01953	0.06805	-0.07984
O3	0.00016	0.07829	0.07539	-0.04994	-0.45931
P	-0.01882	-0.02384	-0.12297	-0.01793	-0.14224
R	-0.01029	-0.00302	-0.12215	0.08122	-0.28224

Table 6. Continued

	O2	O3	P	R
A	-0.10097	0.08850	0.16304	0.15616
B	0.00600	0.12963	0.15540	0.22261
C	-0.12527	-0.01917	0.23810	0.08363
D	-0.03923	0.10311	-0.02506	0.17369
E	0.05561	-0.04489	0.14784	0.10320
F	-0.07882	0.15649	0.01502	0.21990
G	-0.06721	0.13600	-0.07161	0.11471
H	0.01487	-0.01188	0.01893	0.23890
I	-0.02733	0.05403	0.10547	0.04562
J	0.00990	0.06207	0.06519	0.14451
K	0.08559	0.00016	-0.01882	-0.01029
L	-0.06316	0.07829	-0.02384	-0.00302
M	-0.01953	-0.07539	-0.12297	-0.12215
N	0.06805	-0.04994	-0.01793	0.08122
O1	-0.07984	-0.45931	-0.14224	-0.28224
O2	1.00000	-0.30054	-0.23450	-0.13384
O3	-0.30054	1.00000	-0.13698	0.00015
P	-0.23450	-0.13698	1.00000	0.26820
R	-0.13384	0.00015	0.26820	1.00000

Note: See note to Table 4 in Appendix D.



Table 7. Correlation coefficients among occupational aspiration, occupational expectation, and their independent variables.

	A	B	C	D	E
A	1.00000	0.20520	0.07643	0.36437	-0.01852
B	0.20520	1.00000	0.13442	0.07971	-0.05675
C	0.07643	0.13442	1.00000	-0.04926	0.04697
D	0.36437	0.07971	-0.04926	1.00000	0.11691
E	-0.01852	-0.05675	0.04697	0.11691	1.00000
F	0.13978	-0.07136	0.04011	0.17377	0.15615
G	0.07355	0.09515	0.05801	0.06443	-0.01116
H	0.06891	0.04570	-0.02141	0.09224	0.22493
I	0.16789	0.04147	0.04526	0.14560	0.05915
J	0.08416	0.12266	0.04726	0.08936	0.01402
K	0.02879	0.02425	0.03092	0.03269	-0.06836
L	0.01922	0.01678	-0.10582	0.02842	-0.04165
M	-0.08943	-0.18246	-0.07230	0.00461	0.05784
N	-0.08066	0.03380	-0.24277	-0.20444	-0.04395
O1	-0.18976	-0.47158	-0.03298	-0.20052	0.07855
O2	-0.10326	0.02766	-0.09760	-0.07931	0.04374
O3	0.10430	0.15902	-0.06311	0.09864	-0.10732
P	0.03394	0.31731	0.09653	-0.09022	-0.16257
R	0.25731	0.28369	0.21569	0.17537	-0.01614

Table 7. Continued.

	F	G	H	I	J
A	-0.13978	0.07355	0.06891	0.16789	0.08416
B	-0.07136	0.09515	0.04570	0.04147	0.12266
C	0.04011	0.05801	-0.02141	0.04526	0.04726
D	0.17377	0.06443	0.09224	0.14560	0.08936
E	0.15615	-0.01116	0.22493	0.05915	0.01402
F	1.00000	0.38986	0.18874	0.33610	0.17335
G	0.38986	1.00000	0.24746	0.29652	0.27498
H	0.08874	0.24746	1.00000	0.01766	0.04216
I	0.33610	0.29652	0.01766	1.00000	0.28137
J	0.17335	0.27498	0.04216	0.28137	1.00000
K	0.20431	0.23821	-0.01220	0.20995	0.19815
L	0.06363	0.04451	0.01703	0.13690	-0.04408
M	-0.02652	-0.08245	-0.02889	-0.02272	-0.08590
N	-0.04552	-0.00751	0.00680	0.02198	0.07646
O1	-0.02256	-0.05865	-0.04280	-0.00252	-0.10915
O2	-0.01573	0.00108	0.01966	-0.01902	0.07370
O3	-0.01174	-0.00838	0.09291	-0.02083	-0.05143
P	0.03997	0.15820	-0.04688	0.14260	0.03696
R	0.07890	0.08371	0.11512	0.16014	0.08165

Table 7. Continued.

	K	L	M	N	O1
A	0.02879	0.01922	-0.08943	-0.08066	-0.18976
B	0.02425	0.01678	-0.18246	0.03380	-0.47158
C	0.03092	-0.10582	-0.07230	-0.24277	-0.03298
D	0.03269	0.02842	0.00461	-0.20444	-0.20052
E	-0.06836	-0.04165	0.05784	-0.04395	0.07855
F	0.20431	0.06363	-0.02652	-0.04552	-0.02256
G	0.23821	0.04451	-0.08245	-0.00751	-0.05865
H	-0.01220	0.01703	-0.02889	0.00680	-0.04280
I	0.20995	0.13690	-0.02272	0.02198	-0.00252
J	0.19815	-0.04408	-0.08590	0.07646	-0.10915
K	1.00000	0.12405	-0.11947	0.03856	-0.07441
L	0.12405	1.00000	0.04009	-0.12041	-0.03276
M	-0.11947	0.04009	1.00000	-0.18689	-0.00722
N	0.03856	-0.12041	-0.18689	1.00000	-0.04146
O1	-0.07441	-0.03276	-0.00722	-0.04146	1.00000
O2	0.02889	-0.05805	-0.03200	0.07079	-0.08500
O3	0.00050	0.06043	0.06219	-0.06144	-0.45732
P	0.13793	-0.08675	-0.27619	0.11178	-0.15271
R	0.00368	-0.00460	-0.21193	0.04987	-0.29328

Table 7. Continued.

	O2	O3	P	R
A	-0.10326	0.10430	0.03394	0.25721
B	0.02766	0.15902	0.31731	0.28369
C	-0.09760	-0.06311	0.09653	0.21569
D	-0.07931	0.09864	-0.09022	0.17537
E	0.04374	-0.10732	-0.16257	-0.01614
F	-0.01573	-0.01174	0.03997	0.07890
G	0.00108	-0.00838	0.15820	0.08371
H	0.01966	0.09391	-0.04688	0.11512
I	-0.01902	-0.02083	0.14260	0.16014
J	0.07370	-0.05143	0.03696	0.08165
K	0.02889	0.00050	0.13793	0.00368
L	-0.05805	0.06043	-0.08675	-0.00460
M	-0.03200	0.06219	-0.27619	-0.21193
N	0.07079	-0.06144	0.11178	0.04987
O1	-0.08500	-0.45732	-0.15271	-0.29328
O2	1.00000	-0.30515	-0.00248	-0.11235
O3	-0.30515	1.00000	0.04055	0.07795
P	-0.00248	0.04055	1.00000	0.33476
R	-0.11235	0.07795	0.33476	1.00000

Note: See note to Table 5 in Appendix D.

## COMPREHENSIVE F TABLE ON EDUCATIONAL ASPIRATION

Variable	Unstandardized Partial Regression Coefficient (b)	Standardized Partial Regression Coefficient (B)	Standard Error of b	F
Multiple Correlation Coefficient (Multiple R)	0.52054			
R Square	0.27096			
Adjusted R Square	0.24036			
Standard Error	0.55033			
		Analysis of Variance	Degrees of Freedom	Sum of Squares
		Regression	17.	45.58833
		Residual	405.	122.65753
				Mean Square
				2.68167
				0.30286
				8.85453

**Note:** See note to Table 4 in Appendix D.

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## APPENDIX G

## COMPREHENSIVE F TABLE ON EDUCATIONAL EXPECTATION

Table 9. Comprehensive F table on educational expectation and regression coefficients of the independent variables.

Variable	Multiple Correlation Coefficient (Multiple R)		Analysis of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F
	R Square	Adjusted R Square					
	Standard Error						
	0.48395	0.20206	Regression	17	111.55955	6.56233	7.28605
	0.23421	0.94904	Residual	405	364.77142	0.90067	
<hr/>							
Variable	Unstandardized Partial Regression Coefficient (b)		Standardized Partial Regression Coefficient (B)		Standard Error of	F	
A	0.0051450		0.04883		0.00509	1.023	
B	0.0069637		0.05255		0.00687	1.028	
C	0.0290430		0.02864		0.04861	0.357	
D	0.0605054		0.05004		0.06053	0.999	
E	0.0011882		0.00111		0.05209	0.001	
F	0.1238026		0.10488		0.06461	3.672	
G	0.0006211		0.00053		0.06284	0.000	
H	0.1962560		0.16320		0.04532	12.143	
I	0.0572130		-0.04811		0.06042	0.897	
J	0.0865023		0.08198		0.05595	2.390	
K	0.0405161		-0.03860		0.04810	0.710	
L	0.0349198		-0.01452		0.10797	0.105	
M	-0.1583967		-0.07375		0.09827	2.598	
N	0.1718759		0.08084		0.10274	2.798	
O1	-1.0481490		-0.30750		0.20593	25.907 <sup>a</sup>	
O2	-1.0639210		-0.21777		0.23878	19.853	
O3	-0.5033003		-0.22853		0.12068	17.394	
Intercept Constant							
					</		

Note: See note to Table 4 in Appendix D.

<sup>a</sup>The overall F ratio for the unique contribution of the three dummy variables of perceived parental educational plan is 12.23.

# APPENDIX H

## COMPREHENSIVE F TABLE ON OCCUPATIONAL ASPIRATION

Table 10. Comprehensive F table on occupational aspiration and regression coefficients of the independent variables.

Multiple Correlation Coefficient				Analysis of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F
(Multiple R)				0.48643				
R Square				0.23661				
Adjusted R Square				0.19799		3663.98877	215.52875	6.12515
Standard Error				5.93142		11821.07202	35.18176	
Variable	Unstandardized Partial Regression Coefficient	Standardized Partial Regression Coefficient	(b)	(B)			Standard Error of	F
A	-0.0245799		-0.03747		0.03500		0.493	
B	0.3206185		0.26079		0.04618		20.803	
C	0.1725215		0.02792		0.32247		0.286	
D	-0.17658201		-0.10587		0.39683		3.724	
E	-0.9028449		-0.11845		0.38822		5.408	
F	0.1962945		0.02746		0.39949		0.241	
G	0.6466500		0.09295		0.39127		2.731	
H	-0.3584284		-0.05036		0.36883		0.944	
I	1.2937220		0.14494		0.48667		7.067	
J	-0.7996497		-0.09515		0.43853		3.325	
K	0.6735396		0.07313		0.47189		2.037	
L	-1.7797030		-0.11883		0.74616		5.689	
M	-2.6977530		-0.20222		0.67593		15.929	
N	0.4029155		0.03044		0.70505		0.327	
O1	-1.2151960		-0.25817		1.35855		0.800a	
O2	-0.8126936		-0.02769		1.56660		0.269	
O3	-0.0958006		-0.00703		0.81989		0.014	
Intercept Constant	68.12365							

Note: See note to Table 5 in Appendix D.

aThe overall F ratio for the unique contribution of the three dummy variables of perceived parental educational plan is 0.37.

# APPENDIX I

## COMPREHENSIVE F TABLE ON OCCUPATIONAL EXPECTATION

Table 11. Comprehensive F table on occupational expectation and regression coefficients of the independent variables.

Variable	Multiple Correlation Coefficient		Analysis of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F
	(Multiple R)						
R Square	0.51055						
Adjusted R Square	0.26066						
Standard Error	0.22326						
	9.15871						
Variable	Unstandardized Partial Regression Coefficient		Standardized Partial Regression Coefficient	Degrees of Freedom	Sum of Squares	Mean Square	F
	(b)						
A	0.1112949		0.10813		0.05405		4.240
B	0.1101618		0.08694		0.07130		2.387
C	1.7369820		0.17916		0.49793		12.169
D	0.8959494		0.07894		0.61275		2.138
E	-0.4282869		-0.03581		0.59945		0.510
F	0.0710346		0.00633		0.61685		0.013
G	-0.2653709		-0.02413		0.60416		0.193
H	1.1932330		0.10685		0.56941		4.390
I	1.8654060		0.13320		0.75146		6.162
J	-0.2684178		-0.02036		0.67713		0.157
K	-0.9925535		-0.06869		0.72865		1.856
L	0.0123163		0.00052		1.15214		0.000
M	-3.4114070		-0.16298		1.04370		10.648
N	1.5807290		0.07612		1.08867		2.108
O1	-9.9511420		-0.27003		2.09774		17.803 <sup>a</sup>
O2	-6.4721130		-0.14056		2.41898		7.159
O3	-2.2995920		-0.10748		1.26600		3.299
Intercept							
Constant							
	48.8308300						

Note: See note to Table 5 in Appendix D.

<sup>a</sup>The overall F ratio for the unique contribution of the three dummy variables of perceived parental educational plan is 6.96.



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### BIOGRAPHICAL SKETCH

Barbaros Günçer was born on July 27, 1950, in Afyon, Turkey. He attended İstiklâl elementary and middle schools in Ankara, Turkey. Upon his graduation from a lycée-equivalent Ankara normal school in 1967, he worked as an elementary school teacher for two years in Gökler village of Ankara.

In 1969, Günçer was enrolled at the Department of Social Sciences of the Middle East Technical University at Ankara. He majored in sociology and, at the same time, enrolled in the teaching certificate program of the Department of Education of the same university. In June 1974, he graduated from this university with a B. S. degree in sociology and a certificate for teaching social science courses in lycée.

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Beginning in fall 1975, Günçer continued his graduate work at the Departments of Foundations of Education (major department) and of Sociology (minor department) of the University of Florida. Within the Department of Foundations of Education, his major is social foundations of education.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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